

**Course:** *Functional English 1,2,3,4*  
**Unit # 5:** *Beyond/Society*

**Year of Implementation:** 2024-2025

**Curriculum Team Members** *Melissa King* - [mking@lrhsd.org](mailto:mking@lrhsd.org), *Katelyn Siedlecki* - [ksiedlecki@lrhsd.org](mailto:ksiedlecki@lrhsd.org)

## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **21st Century Life & Career Standards**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

- **Interdisciplinary Content Standards**

- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <https://www.nj.gov/education/amistad/about/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [\*\*\*Asian American and Pacific Islander Heritage and History in the U.S.\*\*\*](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,*

*literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to complete routines, functionally communicate, and maintain safe and appropriate behavior as a contributing member of society as they prepare for life beyond high school.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. maximize independence
2. advance and accomplish their personal, educational, and career goals
3. self-advocate in real-life situations
4. make sound decisions with confidence
5. positively contribute to society

Enduring Understandings

Students will understand that . . .

*EU 1*

personal behavior, appearance, attitudes, and other choices impact your role in society.

*EU 2*

demonstrating problem-solving skills and making sound decisions promotes independence in society..

Essential Questions

- What does a contributing member of society look like?

Knowledge

Students will know . . .

*EU 1*

Skills

Students will be able to . . .

*EU 1*

- ways to identify their own different emotions/feelings at any given time. (9.4.2.CT.3)
- a variety of appropriate hygiene routines out in society. (9.2.8.CAP.18)

*EU 2*

- ways to demonstrate problem-solving skills. (9.4.2.CT.3)
- a variety of ways to make sound choices in society. (9.4.2.CT.3)

- demonstrate a positive attitude while out in society/job site. (9.4.2.CT.3)
- exhibit proper hygiene/appearance in society. (9.2.8.CAP.18)

*EU 2*

- individually solve personal problems that affect everyday daily living. (9.4.2.CT.3)
- maintain safety by making sound choices in society. (9.4.2.CT.3)

**Stage Two - Assessment**

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**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- **Create a hygiene checklist (A EU2)**
- **Complete hygiene checklist daily. (M,T EU1, EU2)**
- **Identify personal emotions/feelings at any time. (A, M EU1, EU2)**
- **Maintain safety out in society (M EU1, EU2)**
- **Follow single step directions (A EU1, EU2)**
- **Identifying safety signs out in society (A,M EU1, EU2)**
- **Following safety signs out in society (A,M EU1, EU2)**
- **Follow multi step directions (A,M EU1, EU2)**
- **Complete safety tasks (M EU1, EU2)**
- **Complete security tasks (M EU1, EU2)**
- **Utilize problem solving skills (M, T EU1, EU2)**
- **Independently utilizes safety and security out in society (T, EU1, EU2)**
- **Maintain a positive attitude in society. (T EU1, EU2)**

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Identity	Unit 1 will be taught intermittently throughout the year for 135 days.
2	Home	Unit 2 will be taught intermittently throughout the year for 135 days.
3	School	Unit 3 will be taught intermittently throughout the year for 135 days.
4	Community	Unit 4 will be taught intermittently throughout the year for 135 days.
5	Society	Unit 5 will be taught intermittently throughout the year for 135 days.

### **Instructional Materials**

Task boxes  
 File folders  
 Personal information binders  
 Social stories  
 Laminated charts  
 Calendar materials  
 Grooming materials  
 Everyday English  
 Morning Meeting  
 Visuals  
 Data sheets  
 Video modeling

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.