

**Course:** *Functional English 1,2,3,4*  
**Unit # 3:** *School*

**Year of Implementation:** 2024-2025

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## 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

- 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.

- **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, applicable to a school setting.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.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*

Functionally communicating at school facilitates positive interactions between staff and peers.

*EU 2*

following routines at school help advance and accomplish educational and personal goals.

Essential Questions

- How do routines foster independence in an individual's academic life?
- How does communication better an individual's academic life?

Knowledge

Students will know . . .

*EU 1*

- what a positive interaction looks like. (9.2.8.CAP.18)

Skills

Students will be able to. . .

*EU 1*

- positively interact with peers and staff. (9.2.8.CAP.18)

- what appropriate behavior looks like at school. (9.2.8.CAP.18)

*EU 2*

- a variety of school routines. (NJSLSA.SL2.)
- their personal and educational goals. (9.4.2.CT.3)

- exhibit self-control skills at school. (9.2.8.CAP.18)

*EU 2*

- retrieve the materials needed to have successful school routines. (NJSLSA.SL2.)
- accomplish educational and personal goals with increasing independence. (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 visual schedule (A EU2)
- Ask WH questions (A EU1, EU2)
- Create personal goals (A EU2)
- Create academic goals (A EU2)
- Follow single step directions (A EU1, EU2)
- Reading building signs (A,M EU1, EU2)
- Follow multi step directions (A,M EU1, EU2)
- Group reading activities (A,M EU1, EU2)
- Individual reading activities (A,M EU1, EU2)
- Follow up differentiated worksheet (A,M EU1)
- Utilize a visual schedule (M, EU2)
- Answer WH questions (M EU1, EU2)
- Practice personal goals (M EU2)
- Practice academic goals (M EU2)
- Use a template to send an email (A,M,T EU1, EU2)
- Independently demonstrate personal goals (T, EU2)
- Independently demonstrate academic goals (T, 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.