

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

Year of Implementation: 2024-2025

Curriculum Team Members *Melissa King - mking@lrhsd.org, Katelyn Siedlecki - 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**

- NJSLA.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.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

- 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

- **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 at home.

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

functional communication in a home setting builds safe and appropriate behavior

EU 2

following routines at home strengthens skill-sets to promote independence.

Essential Questions

- How do routines and communication better an individual's life?

Knowledge

Students will know . . .

EU 1

- the importance of safety at home. (9.4.2.CT.3)
- the importance of appropriate behavior looks like at home. (9.2.8.CAP.18)

EU 2

Skills

Students will be able to. . .

EU 1

- practice kitchen safety. (NJSLSA.R1.)
- practice personal security. (NJSLSA.SL2.)
- exhibit self-regulatory behavior. (9.2.8.CAP.18)

EU 2

- the importance of hygiene routines. (9.2.8.CAP.18)
- the importance of safe routines. (9.4.2.CT.3)

- complete a hygiene routine checklist. (NJSLSA.SL2.)
- safely demonstrate independence in a routine task. (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 a checklist for various hygiene routines (A EU2)
- Create safety task checklist (A EU1, EU2)
- Create security task checklist (A EU1, EU2)
- Follow single step directions (A EU1, EU2)
- Reading safety 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)
- Utilize a visual schedule (M, EU2)
- Answer WH questions (M EU1, EU2)
- Complete a checklist for various hygiene routines (M EU2)
- Complete safety tasks (M EU1, EU2)
- Complete security tasks (M EU1, EU2)
- Follow up differentiated worksheet (A,M EU1)
- Use a template to send an email (A,M,T EU1, EU2)
- Independently utilizes safety and security (T, EU1, EU2)

Pacing Guide

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

Unit #	Title of Unit	Approximate # of teaching days
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.