



## Introduction

Unique Learning System maintains alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in depth and breadth. The Unique Learning System Instructional Targets have been aligned to the Common Core Standards in English Language Arts and Mathematics, a national search on rigorous Science and Social Studies standards, and best practice alignments in areas of Transition. This document is provided as a tool to assist you in evaluating alignment of the n2y Instructional Targets to your specific learning standards.

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons throughout the year. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards. Lesson plans and materials within Unique ensure the most rigorous alignment possible.

Domain		Grade Band
<b>Your State's General Education Standards</b>		<b>Your State's Extended Standards</b>
<i>Each state or district may input general education standards in this section.</i>		<i>Each state or district may input extended standards in this section.</i>
<b>Unique Instructional Targets</b>	<b>n2y Transition Grade Band Lessons and Activities</b>	<b>n2y Supporting Activities</b>
Instructional Targets reflect the essential content of grade level standards.	<b>Unique</b> Lessons that address instructional targets are listed in this section. Lessons from Unique units maintain a consistent format so that most instructional targets are taught each month.	<b>Unique</b> Unique's supporting tools and guides supplement the unit lessons. Pertinent supports are listed in this section.
	<b>Transition Grade Band Unit Topics</b>	
	Unit topics are listed in this section.	
<b>n2y Differentiated Tasks</b>		
Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in, and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology.		
<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<ul style="list-style-type: none"> <li>Students at this level are expected to reach the highest level of independence.</li> </ul>	<ul style="list-style-type: none"> <li>Students at this level will likely require support in all learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students at this level require maximum support in learning. Increasing participation is the primary goal.</li> </ul>



Employability		Transition
Your State's General Education Standards		Your State's Extended Standards
<b>n2y Instructional Targets</b>	<b>n2y Transition Grade Band Lessons and Activities</b>	<b>n2y Supporting Activities</b>
<p><b>Job Awareness</b></p> <ul style="list-style-type: none"> <li>● Demonstrate a desire to be employed and recognize realistic job options.</li> <li>● Demonstrate skills needed for a job interview.</li> <li>● Recognize and participate in job training opportunities in the community.</li> </ul> <p><b>Work Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate basic employability skills, including work, social and hygiene habits.</li> <li>● Follow directions to complete a job task.</li> <li>● Complete a daily schedule of assigned tasks.</li> </ul>	<p><b>Unique</b></p> <p><u>Job Club</u></p> <ul style="list-style-type: none"> <li>● Job Exploration (Lesson 17)</li> <li>● Applications and Interviews (Lesson 18)</li> <li>● Job Interest Surveys</li> <li>● Work Attitudes</li> <li>● Volunteer Jobs</li> </ul> <p><b>Transition Grade Band Unit Topics</b></p> <p>Dress for Success (Unit 22) Work It! (Unit 28)</p>	<p><b>Unique</b></p> <p>Core Task 1.1: Daily Schedules Core Task 1.3: Sign-In Core Tasks 2.0-2.9: A.M. Jobs Core Task 4.0: Break Time Core Tasks 8.0-8.1: Classroom Vocational Suggestions Core Tasks 9.0-9.11: P.M. Jobs Transition Passport Transition Planning</p>
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>● Students/team members will name one or more preferred jobs and state reasons for preference.</li> <li>● Students/team members will demonstrate appropriate job interview skills, including body language and response to questions.</li> <li>● Students/team members will participate in and review community job training opportunities.</li> <li>● Students/team members will demonstrate consistent work skills that lead to employability.</li> <li>● Students/team members will independently follow a multi-step sequence of directions to complete a job task.</li> <li>● Students/team members will independently follow a personal daily schedule of assigned tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Students/team members will recognize tasks within given jobs and identify these tasks as those they like or do not like.</li> <li>● Students/team members will respond to personal information questions related to a job interview.</li> <li>● Students/team members will participate in supported community job training opportunities.</li> <li>● Students/team members will demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help.</li> <li>● With picture or physical supports, students/team members will follow directions to complete a job task.</li> <li>● With picture or physical supports, students/team members will follow a personal daily schedule.</li> </ul>	<ul style="list-style-type: none"> <li>● Students/team members will indicate job activities of interest.</li> <li>● Students/team members will use nonverbal modes to respond to personal information questions.</li> <li>● Students/team members will engage in school and classroom supported participation jobs.</li> <li>● Students/team members will actively respond to supported directions from a supervisor.</li> <li>● Students/team members will actively respond to supported directions of a job task.</li> <li>● Students/team members will actively respond to show participation in daily routines and transitions to new tasks.</li> </ul>

Daily Living		Transition
Your State's General Education Standards		Your State's Extended Standards
<b>n2y Instructional Targets</b>	<b>n2y Transition Grade Band Lessons and Activities</b>	<b>n2y Supporting Activities</b>
<b>Grooming and Hygiene</b>	<b>Unique</b>	<b>Unique</b>
<ul style="list-style-type: none"> <li>Recognize and apply appropriate grooming habits and practices on a regular basis.</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>Recognize basic foods and/or meals that make up a balanced diet.</li> <li>Analyze information from a food package, recipe or menu including nutrition facts, dates and other common labels.</li> </ul> <p><b>Food Preparation and Handling</b></p> <ul style="list-style-type: none"> <li>Safely prepare basic foods using appropriate kitchen tools.</li> </ul> <p><b>Home Maintenance and Safety</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of routine home maintenance and safety.</li> </ul> <p><b>Household Appliances and Tools</b></p> <ul style="list-style-type: none"> <li>Responsibly use common household appliances (stove, washer/dryer, microwave, etc.) and/or tools.</li> </ul> <p><b>Home Cleaning and Organization</b></p> <ul style="list-style-type: none"> <li>Maintain basic home cleaning routines and organization.</li> </ul> <p><b>Housing Options</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of housing options for adulthood.</li> </ul> <p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>Apply and manage use of time in the context of real-world situations.</li> <li>Use a calendar to manage time and dates in the context of real-world situations.</li> </ul> <p><b>Money Management</b></p> <ul style="list-style-type: none"> <li>Apply and manage use of money in the context of real-world situations.</li> </ul> <p><b>Personal Fitness</b></p> <ul style="list-style-type: none"> <li>Recognize the benefits of and apply appropriate fitness habits and practices.</li> </ul> <p><b>Personal Wellness and Safety</b></p> <ul style="list-style-type: none"> <li>Identify and apply ways to enhance personal wellness (e.g., Sun safety, mental health, sleep habits, etc.) and avoid or reduce risks (e.g., substance abuse, stranger danger, community navigation, etc.).</li> </ul>	<p><b>Lifetime Skills</b></p> <ul style="list-style-type: none"> <li>Banking Basics (Lesson 8)</li> <li>What's in My Wallet? (Lesson 9)</li> <li>Time Matters (Lesson 10)</li> <li>3-Way Budget Planning (Lesson 11)</li> <li>Greeting Cards (Lesson 12)</li> <li>Recipes (Lesson 16)</li> </ul> <p style="background-color: #e91e63; color: white; text-align: center;"><b>Transition Grade Band Unit Topics</b></p> <p>Looking Good Everyday (Unit 5)            Keeping My Home Safe (Unit 7)            Restaurant Skills (Unit 9)            Nutrition: A Healthy Me (Unit 12)            Time to Travel (Unit 13)            Safety Matters (Unit 15)            Ouch that Hurts! (Unit 17)            Wash. Dry. Fold. Repeat. (Unit 19)            Dress for Success (Unit 22)            Do I Need a Doctor? (Unit 23)            Housekeeping (Unit 26)</p>	<p>Core Task 1.1: Daily Schedules            Core Task 1.2: Monthly Calendars            Core Task 1.4: Grooming Check            Core Task 1.6: Paycheck Register            Core Task 2.2: Calendars            Core Task 2.3: Weather            Core Tasks 5.0-5.1: Meal Planning            Core Tasks 6.0-6.9: Mealtime            Core Task 7.0: Personal Fitness            Core Tasks 9.0-9.11: P.M. Jobs            Transition Passport            Transition Planning</p>

<p><b>Health Care and Medical Needs</b></p> <ul style="list-style-type: none"> <li>Recognize basic and/or emergency medical needs (e.g., cold symptoms, routine checkups, serious injury, first aid, prescription maintenance, etc.) and identify appropriate ways to address those needs.</li> </ul>		
<b>n2y Differentiated Tasks</b>		
<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<ul style="list-style-type: none"> <li>Students/team members will independently complete routine grooming tasks to maintain an appropriate personal appearance.</li> <li>Students/team members will identify food items and/or meals to create a balanced diet.</li> <li>Students/team members will read and apply nutrition facts, ingredients, dates and/or other common labels found on food packages, recipes or menus.</li> <li>Students/team members will identify and use appropriate tools and/or ingredients to safely prepare basic meal items.</li> <li>Students/team members will identify and/or address basic home maintenance and safety issues.</li> <li>Students/team members will identify and/or demonstrate safety rules when using electrical appliances or tools.</li> <li>Students/team members will independently follow a multi-step sequence to complete a basic cleaning and/or organization routine.</li> <li>Students/team members will identify appropriate housing options based on identified supports, needs and preferences.</li> <li>Students/team members will identify activity times and calculate time lapses based on a situation or scenario.</li> <li>Students/team members will independently use a calendar to locate dates, times and activities.</li> <li>Students/team members will recognize and calculate money amounts specific to a task or scenario.</li> <li>Students/team members will identify the benefits of and/or independently participate in personal fitness routines.</li> <li>Students/team members will identify and apply personal wellness and/or safety behaviors.</li> <li>Students/team members will identify and apply steps to receive health care and address medical needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will complete routine personal grooming tasks, using picture or physical supports to do so.</li> <li>Students/team members will use picture supports to identify food items and/or meals to create a balanced diet.</li> <li>Students/team members will identify nutrition facts, ingredients, dates and/or other common labels found on food packages, recipes or menus.</li> <li>Students/team members will use picture supports to select tools and/or ingredients to prepare basic meal items.</li> <li>Students/team members will identify appropriate solutions to address basic home maintenance and safety issues.</li> <li>Students/team members will recognize and safely use electrical appliances or tools with support as needed.</li> <li>Students/team members will follow directions to complete a basic cleaning and/or organization routine using picture or physical supports as needed.</li> <li>Students/team members will recognize appropriate housing options and match them to identified supports, needs and preferences.</li> <li>Students/team members will match times to activities.</li> <li>Students/team members will use words and symbols to identify a day, date or time related to an activity on a calendar.</li> <li>Students/team members will select or match coins and bills to indicate a specified money amount.</li> <li>Students/team members will recognize the benefits of and/or participate in personal fitness routines, using picture and/or physical supports as needed.</li> <li>Students/team members will recognize and demonstrate personal wellness and/or safety behaviors using picture and/or physical supports as needed.</li> <li>Students/team members will recognize and demonstrate steps to receive health care and address medical needs with support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will actively engage in supported routine grooming tasks to individualized level of participation (e.g., indicating "ready", pointing/gazing at materials, holding items).</li> <li>Given a narrowed field or errorless choice(s), students/team members will select foods and/or meals to create a balanced diet.</li> <li>Students/team members will recognize nutrition facts, ingredients, dates and/or other common labels found on food packages, recipes or menus from a narrowed field or errorless choice(s).</li> <li>Students/team members will recognize tools and/or ingredients to actively participate in preparation of basic meal items from a narrowed field or errorless choice(s).</li> <li>Students/team members will select appropriate solutions to address basic home maintenance and safety issues, from a field of choices (may be errorless choice).</li> <li>Students/team members will participate in selection and use of electrical appliances or tools with support as needed.</li> <li>Students/team members will actively participate in a basic cleaning, organization or maintenance routine with physical support, adaptive equipment or modified tasks as needed.</li> <li>Students/team members will use a preferred mode of communication to indicate preferences for appropriate housing options.</li> <li>Students/team members will select a time related to an activity.</li> <li>Students/team members will select a date, day or time related to an activity on a calendar.</li> <li>Students/team members will exchange money for a purpose.</li> <li>Given a narrowed field or errorless choice(s), students/team members will identify the benefits of and/or demonstrate active participation during personal fitness routines.</li> <li>Students/team members will use their preferred response mode to select and actively participate in personal wellness and/or safety behaviors.</li> <li>Students/team members will select one or more appropriate steps to receive health care or address medical needs.</li> </ul>



Community Living		Transition
Your State's General Education Standards		Your State's Extended Standards
<b>n2y Instructional Targets</b>	<b>n2y Transition Grade Band Lessons and Activities</b>	<b>n2y Supporting Activities</b>
<p><b>Community Resources</b></p> <ul style="list-style-type: none"> <li>Explore community resources for personal, vocational and daily living supports.</li> <li>Explore opportunities for civic participation.</li> </ul> <p><b>Recreation and Leisure</b></p> <ul style="list-style-type: none"> <li>Participate in recreation-leisure activities of choice.</li> <li>Make plans and access community resources.</li> </ul>	<p><b>Unique</b></p> <p><u>Job Club</u></p> <ul style="list-style-type: none"> <li>Volunteer Jobs (Lesson 21)</li> </ul> <p><b>Transition Grade Band Unit Topics</b></p> <p>My Community (Unit 2) Leisure Time (Unit 8) Restaurant Skills (Unit 9)</p>	<p><b>Unique</b></p> <p>Core Task 7.0: Personal Fitness Core Task 10: Rec-Leisure Activities Transition Passport Transition Planning</p>
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students/team members will independently identify community locations where services and products may be obtained.</li> <li>Students/team members will independently identify and describe opportunities for civic participation.</li> <li>Students/team members will independently select and participate in recreation-leisure activities.</li> <li>Students/team members will actively plan, prepare and participate in a community event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will match community locations with a product or service.</li> <li>With support, students/team members will identify and describe opportunities for civic participation.</li> <li>Students/team members will select a recreation-leisure activity and participate with support.</li> <li>With support, students/team members will plan, prepare and participate in a community event or activity.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will select a product or service associated with a given community location.</li> <li>Students/team members will actively respond to identify opportunities for civic participation.</li> <li>Students/team members will indicate a preference for a recreation-leisure activity.</li> <li>Students/team members will actively respond to plan, prepare and participate in a community event or activity.</li> </ul>

Personal Life		Transition
Your State's General Education Standards		Your State's Extended Standards
n2y Instructional Targets	n2y Transition Grade Band Lessons and Activities	n2y Supporting Activities
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Effectively ask and respond to questions within community, daily living and vocational activities.</li> <li>Participate in conversations related to current events in the community and beyond.</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate expressive skills to participate effectively in a social exchange.</li> <li>Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.</li> </ul> <p><b>Self-Advocacy</b></p> <ul style="list-style-type: none"> <li>Demonstrate effective self-advocacy skills to maximize independence in home, community and employment.</li> <li>Identify rights and responsibilities of citizens, including opportunities for civic participation.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Apply problem-solving skills to issues related to daily living situations.</li> <li>Create a solution to a problem based on a problem-solving process.</li> </ul>	<p><b>Unique</b></p> <p><u>Daily Living Club</u></p> <ul style="list-style-type: none"> <li>Topic Stories (Lessons 1 and 2)</li> <li>Rights and Responsibilities (Lesson 6)</li> <li>Problem Solving Game (Lesson 7)</li> </ul> <p><u>Lifetime Skills</u></p> <ul style="list-style-type: none"> <li>Banking Basics (Lesson 8)</li> <li>What's in My Wallet? (Lesson 9)</li> <li>Time Matters (Lesson 10)</li> <li>3-Way Budget Planning (Lesson 11)</li> <li>Social Trivia (Lesson 13)</li> <li>Everyday Communication (Lesson 14)</li> </ul> <p><u>Job Club</u></p> <ul style="list-style-type: none"> <li>Applications and Interviews (Lesson 18)</li> <li>Work Attitudes (Lesson 20)</li> </ul> <p><b>Transition Grade Band Unit Topics</b></p> <p>Mind Your Manners (Unit 1)            Feelings and Emotions (Unit 3)            Alcohol, Drugs and Tobacco (Unit 6)            Restaurant Skills (Unit 9)            Understanding Laws and Rights (Unit 11)            Respectful Relationships (Unit 16)            What to Do, What to Do (Unit 18)            Speak Up for Yourself (Unit 21)            It's a Tradition (Unit 24)            Who Can I Trust? (Unit 25)            Who's Calling? (Unit 27)            Work It! (Unit 28)            Home Sweet Home (Unit 29)</p>	<p><b>Unique</b></p> <p>Core Task 1.5: Salary Sheet/Self-Evaluation Rubric            Core Task 1.7: Daily Buzz (Home Communication)            Core Task 3.0-3.1: Morning Meeting            Transition Passport            Transition Planning</p>



n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students/team members will share information and opinions, ask and answer questions and make comments during a discussion.</li> <li>Students/team members will initiate a conversation and participate by listening to others and sharing information and opinions.</li> <li>Students/team members will recognize and demonstrate appropriate expressive skills for various situations.</li> <li>Students/team members will recognize and demonstrate appropriate social responses for various situations.</li> <li>Students/team members will demonstrate effective self-advocacy skills in a variety of real-world situations in order to maximize independence.</li> <li>Students/team members will identify and respond to personal rights and responsibilities in daily living, community and vocational situations.</li> <li>Students/team members will solve problems involving real-life daily situations based on personal values, beliefs and experiences.</li> <li>Students/team members will recognize and apply a problem-solving process that results in a solution to a real-life situation.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will share information, ask and answer questions and make comments using picture supports during a discussion.</li> <li>Students/team members will initiate and participate in a conversation with support as needed.</li> <li>Students/team members will demonstrate appropriate expressive skills with direct cueing.</li> <li>Students/team members will demonstrate appropriate social responses with direct cueing.</li> <li>Students/team members will apply a self-advocacy skill to a real-world situation in order to build independence.</li> <li>Students/team members will identify basic personal rights and responsibilities in a variety of situations.</li> <li>With support, students/team members will identify and select appropriate solutions to real-life daily problems.</li> <li>With support, students/team members will identify and select appropriate steps to solving a real-life problem.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will participate in discussions using communication technology and picture supports.</li> <li>Students/team members will participate in conversational exchanges using communication technology and picture supports.</li> <li>Students/team members will demonstrate an appropriate expressive skill in various situations using communication technology and picture supports.</li> <li>Students/team members will demonstrate appropriate social connections in various situations using communication technology and picture supports.</li> <li>With support, students/team members will select a self-advocacy skill that applies to a real-world situation.</li> <li>Students/team members will participate in making personal decisions.</li> <li>Students/team members will select an option within a daily living situation or scenario.</li> <li>Students/team members will actively respond to participate in solving a real-life problem.</li> </ul>

Lifelong Learning		Transition
Your State's General Education Standards		Your State's Extended Standards
<p><b>n2y Instructional Targets</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Build word recognition within daily living and vocational materials.</li> <li>● Understand and apply vocabulary related to community, daily living and vocational situations.</li> <li>● Locate and use information from various sources to achieve a purpose.</li> <li>● Appreciate the value of print materials, such as newspapers and magazines for informational and pleasure reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Produce purposeful writing documents that follow conventional style, grammar, punctuation and spelling.</li> <li>● Complete written forms related to life and job skills.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>● Use numbers in real-life situations, including basic computations, money and time.</li> </ul>	<p><b>n2y Transition Grade Band Lessons and Activities</b></p> <p><b>Unique</b></p> <p><u>Daily Living Club</u></p> <ul style="list-style-type: none"> <li>● Topic Stories (Lessons 1 and 2)</li> <li>● Articles (Lessons 3-5)</li> </ul> <p><u>Lifetime Skills</u></p> <ul style="list-style-type: none"> <li>● Banking Basics (Lesson 8)</li> <li>● What's in My Wallet? (Lesson 9)</li> <li>● Time Matters (Lesson 10)</li> <li>● 3-Way Budget Planning (Lesson 11)</li> <li>● Greeting Cards (Lesson 12)</li> <li>● Monthly Newsletter (Lesson 15)</li> </ul> <p><u>Job Club</u></p> <ul style="list-style-type: none"> <li>● Applications and Interviews (Lesson 18)</li> </ul>	<p><b>n2y Supporting Activities</b></p> <p><b>Unique</b></p> <p>Core Task 1.5: Salary Sheet            Core Task 1.6: Paycheck Register            Core Task 1.7: Daily Buzz (Home Communication)            Core Task 3.1: Current Events            Core Task 5.1: Grocery Shopping            Transition Planning</p>
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>● Students/team members will independently read literature and informational texts that have been adapted to individual reading level.</li> <li>● Students/team members will use learned vocabulary in speaking and writing.</li> <li>● Students/team members will identify and use specific information from various sources.</li> <li>● Students/team members will choose appropriate books for independent reading.</li> <li>● Students/team members will plan, create and revise written sentences and paragraphs for a purpose.</li> <li>● Students/team members will write to complete forms related to employability and other real-world situations.</li> <li>● Students/team members will perform calculations of mathematical problems in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>● Students/team members will read supported and shared literature and informational texts that have been adapted to individual reading level.</li> <li>● Students/team members will recognize and use words and pictures specific to a topic when speaking and writing.</li> <li>● Students/team members will identify specific information from various sources.</li> <li>● Students/team members will choose books to read with support.</li> <li>● Students/team members will generate sentences and paragraphs for a purpose.</li> <li>● Students/team members will generate words, sentences and paragraphs on forms related to employability and other real-world situations.</li> <li>● Students/team members will recognize numbers and perform basic addition and subtraction in a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>● Students/team members will actively participate in supported reading of literature and informational texts that have been adapted to individual ability level.</li> <li>● Students/team members will use language to share ideas with others.</li> <li>● Students/team members will select information from a source with support as needed.</li> <li>● Students/team members will give a response to choose a book.</li> <li>● Students/team members will generate words or sentences for a purpose.</li> <li>● Students/team members will generate words or sentences on forms related to a job or real-life situation.</li> <li>● Students/team members will select numbers in the context of a real-world scenario.</li> </ul>