Life Skills 7-8

Unit 1: Hygiene

Stage 1: Desired Results

Standards & Indicators:

Key Ideas and Details

RL.CR.7.1. Reading Literature.Close Reading of Text7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Reading Literature.Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

RL.PP.7.5. Reading Literature.Perspective and Purpose in Texts.7.5.Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

W.IW.7.2. Writing.Informative and Explanatory Writing.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Wellness:

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Central Idea/Enduring Understanding:

- Understanding the importance of hygiene
- Proper hygiene in school and at home
- Proper hygiene on a job site
- Self care hygiene
  - Washing hands
  - Brushing teeth
  - Brushing hair
  - Cleaning nails
  - Applying deodorant

Essential/Guiding Question:

- What is hygiene?
- Why is proper hygiene important on a job?
- Why is proper hygiene important in school?
- How can we practice good hygiene at home?
- How can we practice good hygiene at school?
- How can we practice good hygiene on a job site?

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Content:	**Skills(Objectives):**
Proper Hygiene: ● Germs ● Washing hands ● Brushing teeth ● Brushing hair ● Cleaning nails ● Bathing ● Deodorant	● Students will be able to: ○ Wash their hands independently ○ Brush their teeth independently ○ Clean under their nails independently ○ Brush their hair independently ○ Identify the steps for taking a shower or bath ○ Apply deodorant independently ○ Identify the importance of washing their hands ○ Understand how germs spread
Interdisciplinary Connections: Students will understand how proper hygiene is essential to maintain a healthy lifestyle. They will begin to understand how hygiene is fundamental in all academic areas, as well as outside of school. Students will begin to generalize these skills across the school setting and eventually into job skills settings.	
Stage 2: Assessment Evidence	
Performance Task(s): Performance task 1 ● Identify how germs are spread ● Identify the steps for washing your hands ● Understand that washing your hands gets rid of germs Performance Task 2 ● Understand that what you eat and drink impact your teeth health ● Identify the steps for brushing your teeth ● Explore ways to keep your teeth healthy Performance Task 3 ● Explore ways to get clean at home ● Identify the steps for bathing ● Explore the importance of bathing Performance Task 4 ● Identify steps for brushing your hair ● Identify steps for proper nail hygiene ● Identify steps for applying deodorant Performance Task 5 ● Update data for Functional Life Skills. ● CBI trips to locations to identify hygiene products	**Other Evidence:** ● Structured Observations ● Task analysis ● Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period). ● Complete supplemental worksheets, tests, and quizzes on material covered. ● Cooperative learning opportunities. ● Classwork. ● Tech based Projects. ● Data for Functional Life Skills (AFLS) ● Community Based Instruction
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Germs ● Students will complete hands-on experiments to see how germs spread. ● Students will identify the steps for washing their hands.	**Resources:** *LGBT and Disabilities Law Parent, student, and person centered planning questionnaires Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides, kahoot

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• Students will practice washing their hands using visual steps. <u>Teeth Health</u> • Students will identify the impact of what you eat and drink make on your teeth. • Students will identify foods and drinks that are good and bad for their teeth. • Students will conduct an experiment to determine drinks that are good and bad for their teeth. • Students will practice brushing their teeth using visual steps. <u>Bathing</u> • Students will identify the importance of bathing at home. • Students will identify the steps for taking a shower or a bath. <u>Self care hygiene</u> • Students will explore the importance of good hygiene at school and on a job site. • Students will practice brushing their hair with visual steps. • Students will practice cleaning under their nails with visual steps. • Students will practice applying deodorant following gym class with visual steps.	Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction GLSEN Educator Resource For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

designed around their strengths and weaknesses so that they can assist and challenge each other.	that they can assist and challenge each other.	around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides Weekly conference to set short term goals.	

Unit 2: Community Living: Recreation Skills and Self Care

Stage 1: Desired Results

Standards & Indicators:
Key Ideas and Details
RL.CR.7.1. Reading Literature.Close Reading of Text7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2. Reading Literature.Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
RL.PP.7.5. Reading Literature.Perspective and Purpose in Texts.7.5.Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
W.IW.7.2. Writing.Informative and Explanatory Writing.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

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Central Idea/Enduring Understanding: ● Reasons to get involved at school. ● Identify activities in the community. ● Identify how to get to the activity and get home. ● Ways to invite or involve others in group activities. ● Safety when participating in an activity. ● Learn, understand, and demonstrate the importance of leisure in their lives. ● Learn sportsmanship during leisure activities.	**Essential/Guiding Question:** ● What is recreation? ● What do I like to do for fun? ● What kind of activities can I get involved in at school? ● What kind of age appropriate activities can I get involved in the community? ● What are good activities for groups? ● How do I communicate with friends and family to do activities together? ● How can I stay safe while having fun? ● What boundaries are appropriate during recreation/leisure activities? ● How does participating in a recreational activity help me? ● What are the benefits of having friends? ● What can I do to reduce stress?
Content: ● Identifying and attending school activities. ● Visit available places in the local community for recreation; such as the library. ● Students will role play and eat together "family style". ● Students will host staff luncheons. ● Understanding the cost of some recreation activities. ● Planning recreation with peers. ● Manners and Etiquette. ● Safety during leisure time. ● Stress reducing activities; such as walking the track.	**Skills(Objectives):** ● Students will identify and attend at least one school activity. ● Students will take a CBI trip to a recreational activity that they can do outside of school as well. ● Students will identify and problem solve events that can occur when participating in a recreational activity in a social setting.
Interdisciplinary Connections: Students will understand how there are different activities for different interests. They might identify an interest in another academic subject area and based on that interest they can join a group that focuses on that topic. Students will begin to understand how to safely become involved within their school community.	
Stage 2: Assessment Evidence	
Performance Task(s): Performance Task 1 ● Participation in CBI trips to approved local recreation activities such as the library, a bowling alley, or other approved CBI locations. Performance Task 2 ● Students will role play and incorporate the rules of conversation (eye contact, active listening, initiating and ending a conversation, etc). Performance Task 3	**Other Evidence:** ● Structured Observations. ● Rubric. ● Complete supplemental worksheets, tests, and quizzes on material covered. ● Journals. ● Cooperative learning opportunities. ● Classwork. ● Projects. ● Cooperative learning opportunities. ● Tech based Projects. ● Data for Functional Life Skills (AFLS) ● Community Based Instruction

• Students will complete various simulations to demonstrate appropriate social skills based on individual student needs. Performance Task 4 • Students learn the rules and play board games and card games and other age appropriate activities cooperatively. • Students identify an after school activity they might be interested in. • Students figure out how to get the information for after school activities. Performance Task 5 • Update data for Functional Life Skills (AFLS) • CBI trips to recreational locations.	
Stage 3: Learning Plan	
Learning Opportunities/Strategies: School Community • Students will explore the school website and activity pages. • Students will identify events to participate in from the morning announcements. • Students will attain paperwork needed to be completed to participate in the activity. • Students will understand the timeline needed to be followed to participate in the selected activity. Local Community • List places to go for leisure in the community; identify at least one you are interested in. • Making Leisure Choices: Students will identify leisure activities and circle the ones they think are fun. Students will discriminate between activities that are and are not age appropriate. • Students will research activities or events that occur in their local community. Individual Activity vs Group Activity • Students will identify an activity to attend with a peer. • Students will identify how to invite a peer to an activity. Safety While Participating in Recreation • Stranger Safety. • Freetime Safety. • Social Media Safety. Social Skills	**Resources:** Morning Announcements School Web page IEP Parent, student, and person centered planning questionnaires Instructional Videos Online resources Teacher developed worksheets Journals Online resources,such as: google docs, google slides, kahoot Social Stories and monitored social time Flocabulary and Brain Pop N2Y Data for Functional Life Skills. LGBTQ Disability Law GLSEN Educator Resource For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

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• Students will identify various social settings (work, lunch, class, leisure) and explore proper manners in each setting. • Model introducing and initiating conversations with students. Students will explore the rules of conversations. Students will create a poster/ presentation of rules of conversation. • Students will role play the rules of conversations with peers and staff. • Teacher will model and present proper, positive body language to use during conversations. • Students will manage unstructured time by identifying leisure activities they can do with at least one peer. • Plan a school activity to attend with one other peer.	

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.

		Weekly conference to set short term goals.	

Unit 3 Title: Independent Living Skills: Reading Signs for Safety

Stage 1: Desired Results

Standards & Indicators:
Key Ideas and Details
RL.CR.7.1. Reading Literature.Close Reading of Text7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2. Reading Literature.Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
RL.PP.7.5. Reading Literature.Perspective and Purpose in Texts.7.5.Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
W.IW.7.2. Writing.Informative and Explanatory Writing.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys	Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.

Central Idea / Enduring Understanding:
- Identify signs inside and outside of the school building.
- Understand the meaning of the signs.
- Identify and understand the signs that represent danger.

Essential/Guiding Question:
- What information do signs give?
- What similarities do signs have that represent danger?
- What are some signs you might see in school?
- On a job site what are some signs you will see and what do they mean?

Content:
- Identify signs inside and outside of school.
- How to read and identify the meaning of signs in school and in public.
- In a public setting you need to be aware of signs and their meanings.

Skills(Objectives):
- Students will identify and then read and answer questions about signs in and outside of the school.
- Students will identify signs outside of school in public places such as the library and grocery store.
- Students will identify signs by using pictures, technology, and a sign scavenger hunt around the school.
- Students will identify signs that might appear on a job site.

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	• Students will identify dangerous signs and be able to determine how to keep themselves safe in that situation.
Interdisciplinary Connections: Students will understand how effective communication, goals, and the modifications and accommodations in their Individualized Education Plan can be applied across the disciplines and can lead to numerous applications in their future careers.	
Stage 2: Assessment Evidence	
Performance Task(s): Performance Task 1 • Locate and identify signs used for safety in the school and on school property. Performance Task 2 • Locate and identify signs used for safety in the community. • Identify signs that indicate danger. Students will be able to discuss how to keep themselves safe in those situations. Performance Task 3 • Update data for Functional Life Skills (AFLS) • CBI trips to recreational locations.	**Other Evidence:** • Task analysis • Structured Observation • Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period). • Complete supplemental worksheets, tests, and quizzes on material covered. • Complete supplemental worksheets, tests, and quizzes on material covered. • Cooperative learning opportunities. • Classwork. • Tech based Projects. • Data for Functional Life Skills (AFLS) • Community Based Instruction
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Signs in school and on school property • Students will identify signs and match the meaning of the sign. • Students will identify signs that represent danger and explain why. Signs in the community • Identify signs in the community, for example grocery stores. • Explain what the signs represent. • Students will identify signs that represent danger and explain how to keep themselves safe in those situations. Signs on a job site • Students will be able to identify signs at various job locations. • Students will be able to explain the importance of the signs on the job sites. • Students will use labels and signs when filling supply orders for the school community.	**Resources:** IEP Instructional Videos Online resources CBI Teacher developed worksheets Journals Online resources,such as: google docs, google slides, kahoot Social Stories and monitored social time N2Y AFLS GLSEN Educator Resource For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guide. Weekly conference to set short term goals	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.

Unit 4: Independent Living Skills

Stage 1: Desired Results

Standards & Indicators:

RL.CI.7.2. Reading Literature.Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Production and Distribution of Writing

W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.W.RW.7.7.

W.RW.7.7. Writing.Range of Writing.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The Number System 7.NS

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational

numbers.

9.1 Personal Financial Literacy

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Wellness

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.	Goals (e.g., higher education, autos, and homes, retirement), affect your finances.

Central Idea/Enduring Understanding:

- Daily Living
  - Cleaning
  - Preparing Meals
  - Operating Appliances

Essential/Guiding Question:

- What daily chores are necessary for independent living?
- What steps are necessary to prepare meals safely?
- How do you safely use household appliances?

Content:

- Cleaning
  - Washing dishes
  - Sweeping
  - Using a swiffer
  - Cleaning stove
  - Wiping Counters and Tables
  - Cleaning the fridge
  - Going through expired food
  - Doing Laundry
- Shopping
  - Locate items on list
  - Follow budget
  - Store etiquette
  - Check out.
  - Bag items.
  - Deduct payment from total
- Preparing Meals
  - Nutrition/Diet
  - Safety in Cooking

Skills(Objectives):

- Cleaning kitchen area/windows/tables
- Cleaning the floor
- Using the washer and dryer
- Throwing out expired food
- Cleaning the inside of a refrigerator
- Identify items on a list
- Follow the budget when shopping.
- Demonstrate check out procedure.
- Demonstrate how to put food items in bags.
- Demonstrate appropriate social skills when shopping.
- Read labels for nutrition
- Follow recipe directions
- Use appropriate safety skills when using appliances
- Thoroughly clean eating area/kitchen

Food-handling/Preparing Table Setting Menu Planning Following Recipe Following Directions on Packaged Food After-meal Cleanup Operating Appliances: Toaster, Blender, Can Opener, Microwave, Oven, Washer, Dryer, Dishwasher, Keurig	
Interdisciplinary Connections: Students will understand how effective communication, goals, and the modifications and accommodations in their Individualized Education Plan can be applied across the disciplines and can lead to numerous applications in their future careers.	
Stage 2: Assessment Evidence	
Performance Task(s): Performance Task 1 ● Teachers will complete structured observations of daily chores to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to each student to chart progress. ○ Task analysis. ○ Independent Living Skills Checklists ○ Update data for Functional Life Skills (AFLS) Performance Task 2 ● Teachers will complete structured observations of students shopping to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to chart progress. ○ Grocery Shopping to get supplies for staff luncheons. ○ Creating shopping list. ○ Identifying location of items. ○ Work in small groups. ○ Appropriate social skills while in the store. ○ Check out procedure. ○ Bagging procedure. ○ Update data for Functional Life Skills (AFLS) Performance Task 3 ● Teachers will complete structured observations of meal preparation to identify individual needs. Based upon the results of the structured observations, task analysis task analysis will be applied to each area in need of instruction to each student to chart progress. ○ Task analysis. ○ Independent Living Skills Checklists ○ Data for Functional Life Skills (AFLS)	**Other Evidence:** ● Structured Observations ● Task analysis ● Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period). ● Role Play ● Complete supplemental worksheets, tests, and quizzes on material covered. ● Complete supplemental worksheets, tests, and quizzes on material covered. ● Cooperative learning opportunities. ● Classwork. ● Tech based Projects. ● Data for Functional Life Skills (AFLS) ● Community Based Instruction

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Performance Task 4 ● Teachers will complete structured observations of jobs during staff luncheons to identify individual needs. Based upon the results of the structured observations, task analysis will be applied to each area in need of instruction to each student to chart progress.	
Stage 3: Learning Plan	
Learning Opportunities/Strategies: Demonstrate Cleaning Skills- ● Direct instruction on how to clean desks, tables, kitchen appliances, use the dishwasher, washing dishes in the sink. Use dust pan, broom,sponge, and a spray bottle. ● Direct instruction on how to use the washer and dryer. Students will practice the skills through cleaning school sports uniforms, tablecloths, and other items needed to help the school community. Staff Luncheons: ● Cleaning skills taught will be demonstrated by the students before, during and after the luncheon. ● Students will have jobs on the day of the luncheon, which will be practiced prior to the day. Each job will have responsibilities that the students need to follow. Prepare meals for self and others- ● Students will prepare various items in the kitchen following directions from the recipe and nutrition guidelines. ● Classroom Staff Luncheons: Students will participate in preparation of the food in the school kitchen. Demonstrate the ability to safely use appliances- ● Direct instruction individually and in small groups will be provided to instruct the proper and safe way to use appliances. Pairs of students will work cooperatively to use the appliance after given instruction. ● Staff Luncheons: After instruction and practice, students will assist in the use of specific appliances during the luncheon such as the microwave, kettle, Keurig Machine, crock pot.	**Resources:** IEP Instructional Videos Online resources CBI Teacher developed worksheets Journals Online resources,such as: google docs, google slides, kahoot Social Stories and monitored social time N2Y AFLS GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides Weekly conference to set short term goals.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.

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Pacing Guide

Course Name: Life Skills	Resource	Content Standards
MP 1		
UNIT 1 <u>Hygiene</u> Days: 15	**Resources** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**RL.CR.7.1.** **RL.CI.7.2.** **L.VL.7.3.** **RL.PP.7.5.** **W.IW.7.2**. **W.WP.7.4.** **2.1.8.A.1** **2.1.8.A.2** **2.1.8.A.4** 9.4.8.CI.3 9.4.8.DC.7
MP 1		
UNIT 2 <u>Community Living Recreation Skills and Self Care</u> Days: 15	**Resources** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**RL.CR.7.1.** **RL.CI.7.2.** **L.VL.7.3.** **RL.PP.7.5.** **W.IW.7.2**. **W.WP.7.4.** 9.4.8.CI.3 9.4.8.DC.7
MP 2		
UNIT 3 <u>Independent Living Skills Reading Signs for Safety</u> Days: 10	**Resources** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**RL.CR.7.1.** **RL.CI.7.2.** **L.VL.7.3.** **RL.PP.7.5.** **W.IW.7.2**. **W.WP.7.4.** 9.4.8.DC.7

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MP 2		
UNIT 4 <u>Independent Living Skills</u> Days: 20	**Resources** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**RL.CI.7.2.** **L.VL.7.3.** **W.WP.7.4.** W.RW.7.7. **9.1.8.A.2** **9.2.8.B.1** **9.2.8.B.3** **9.2.8.B.6** **2.1.8.B.1** **2.1.8.E.2** **2.2.8.A.1** **2.2.8.A.2** **2.2.8.B.1** **2.2.8.B.2** 9.1.8.PB.5