

Rumson-Fair Haven Regional High School

Course: *Comprehensive Multiple Disabilities Curriculum*

Staff Writers: Hannah Phillips and Susan Shay

Supervisor: Lauren Malaney

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Section I: Course Description

This course is designed to provide students with the functional skills necessary for increased independence at home, in the community, and in future employment settings. Instruction is individualized and focuses on developing practical academic skills, effective communication, daily living routines, social-emotional competence, community participation, and pre-vocational readiness. Students engage in functional reading, writing, and mathematics activities that support real-world problem solving and decision-making. Communication instruction emphasizes expressive and receptive language, self-advocacy, and appropriate social interactions across various environments. Daily living instruction includes personal care, health and safety, household management, money skills, and independent living practices. Students develop social-emotional skills such as self-awareness, self-regulation, interpersonal communication, and responsible decision-making. Community-based instruction provides opportunities to apply learned skills in authentic settings, promoting safe and successful participation in community activities. Pre-vocational training focuses on workplace behaviors, task completion, following directions, teamwork, time management, and career exploration. Through a combination of classroom instruction, hands-on activities, and community experiences, students build the skills needed to maximize independence, self-determination, and quality of life while preparing for successful transitions to adult living, employment, and community involvement.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. Standard 9: 21st Century Life and Careers:

- “Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence...Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

***Climate Change:** “The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

2. 2023 New Jersey Student Learning Standards - English:

- “A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.”

3. 2023 New Jersey Student Learning Standards - Mathematics:

- “A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; ...A high-quality mathematics education fosters a population that...leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers’ reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as

the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.”

4. **2020 New Jersey Student Learning Standards – Social Studies:**
 - “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
5. **2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education - Social/Emotional Learning:**
 - “A quality comprehensive health and physical education program fosters a population that maintains mental health awareness and relies on social/emotional support systems; engages in a physically active lifestyle; maintains awareness of health and wellness and how to access resources; recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services; practices effective cross-cultural communication and conflict resolution skills; builds and maintains healthy relationships; accepts and respects individual and cultural differences; and advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.”
6. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Comprehensive Multiple Disabilities Program curriculum* is designed to provide meaningful, individualized instruction that addresses the unique strengths, needs, and learning profiles of each student. Curriculum, instructional strategies, learning experiences, and assessments are adapted and modified as needed to ensure equitable access to academic content, functional life skills, communication, social-emotional development, and transition-focused learning. Instructional modifications are guided by each student's Individualized Education Program (IEP) and informed through collaboration among the multidisciplinary team, including the Case Manager, Behavior Analyst, Special Education Teacher(s), related service providers, classroom staff, and Program Supervisor, as appropriate. Ongoing analysis of formative assessments, progress monitoring, behavioral data, and student performance is used to make data-driven instructional decisions that promote student engagement, independence, and meaningful progress. This individualized approach ensures that students receive appropriate accommodations, modifications, assistive technology, specialized supports, and differentiated learning opportunities that align with their educational, functional, vocational, and transition goals while preparing them for the highest level of independence and participation in school, home, work, and community settings.

Section IV: Preparation for Standardized Testing

Instruction in *Comprehensive Multiple Disabilities* is aligned with the requirements of state and national standardized assessments, including the *DLM*, *NJSLSA*, and *NJGPA*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Comprehensive Multiple Disabilities</i>	Grade Level: <i>9th- Post Graduate</i>

Unit I: Self-Advocacy & Personal Identity	Ongoing*
Unit II: Community Navigation & Safety Literacy	Ongoing*
Unit III: Financial Literacy & Domestic Independence	Ongoing*
Unit IV: Workplace Readiness & Team Collaboration	Ongoing*

*The units will run concurrently. The duration of each unit will be driven by the individual student's needs. This curriculum is intended to serve as a framework from which the team will select the individual goals that seem most important for a particular student. Ongoing formative assessments/data collection will be utilized to monitor individual progress.

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Comprehensive Multiple Disabilities*:

- Google Classroom
- The Autism Curriculum Encyclopedia® (ACE) (<https://aceapp.org/>)
- Common Sense Education (www.commonsense.org)
- Newsela (<https://newsela.com/>)
- Kindness 101 (www.cbsnews.com/evening-news/on-the-road)
- Mystery Science (<https://www.youtube.com/@MysterySci>)
- PAES Lab (<https://worklifeready.com/paes/>)

Section VII: Grading Formula and Assessment Modes

Marking period outcomes in *Comprehensive Multiple Disabilities* are determined via a Competency-Based Pass/Fail (Credit/No Credit) model rather than traditional letter grading. To earn a passing grade and course credit, students must meet established mastery thresholds across core performance categories.

Assessments in *Comprehensive Multiple Disabilities* vary greatly in format, scope, and the specific technical or employability skills assessed; differentiation in assessments, individualized performance goals, and modal choice will be incorporated as appropriate to accommodate diverse learner needs. Preliminary assessments in each category will be used as benchmarks to establish baseline skills. Summative assessments and competency rubrics will be created and revised each year collaboratively by members of the *Comprehensive Multiple Disabilities* instructional team to measure individual student growth, ensure workplace safety compliance, and inform future vocational learning.

Section VIII: Unit Templates

The following unit templates have been established for *Comprehensive Multiple Disabilities* by the *Comprehensive Multiple Disabilities* instructional team:

Unit I: Self-Advocacy & Personal Identity
Unit Summary
This unit will build foundational communication and self-awareness routines in which students learn to share personal information, recognize their strengths, follow group rules, and advocate for themselves when they need help, among other pertinent communication skills. This individual foundation extends to interpersonal and community contexts, helping students navigate peer dynamics, collaborate effectively, and respect social boundaries. Students are empowered to proactively address unexpected obstacles, communicate with unfamiliar adults, and request specific accommodations across diverse environments using independent problem-solving and real-world navigation skills. Over the course of the school year, this unit will guide students to synthesize their personal literacy skills, set independent goals, and take ownership of their growth to ensure a successful, self-determined transition to the next grade level or environment.
Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Comprehensive Multiple Disabilities*:

- *2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.TL.1, 9.4.5.CT.1, 9.1.5.FP.1, 9.4.12.CT.2, 9.4.5.GCA.1, 9.4.12.CT.1, 9.4.12.TL.1, 9.4.2.CI.1, 2.1.2.SSH.1, 2.1.8.SSH.3, 2.1.2.SSH.3
- *2023 New Jersey Student Learning Standards: ELA- Literacy*
 - SL.K.1, SL.K.1.A, SL.K.2, SL.K.4, SL.K.6, SL.K.5
- *2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education*
 - 2.1.2.EH.1, 2.12.SSH.8, 2.1.5.SSH.2
- *Dynamic Learning Maps Essential Elements*
 - EE.RI.3.7, EE.SL.6.1.c, EE.SL.4.1.b, EE.SL.11-12.1.c, EE.SL.9-10.1.b, EE.RL.9-10.3, EE.RI.9-10.1, EE.ELA-Literacy.SL.K.2, EE.ELA-Literacy.L.K.5.A, EE.ELA-Literacy.SL.K.4, EE.ELA-Literacy.L.K.1, EE.ELA-Literacy.SL.K.6, EE.ELA-Literacy.SL.K.1, EE.ELA-Literacy.SL.6.1, EE.ELA-Literacy.SL.K.1.B, EE.ELA-Literacy.RL.K.5, EE.ELA-Literacy.SL.K.3

Unit Essential Questions	Unit Enduring Understandings
● How does listening to others help with understanding the world, and how do chosen words and signs help ensure that individual needs are met? ● Why is it important to change how speech depends on the audience? ● How can different tools, systems, and/or technologies be used to make sure voices are heard, and what makes a communication tool effective? ● What does it mean to be a good friend and a helpful member of a group, and what are some strategies for taking turns and active participation in a shared group activity? ● How do words and actions impact the feelings and behaviors of others? ● How can individuals effectively communicate what they need, want, and prefer to others, and why is it important to recognize when to attempt a task independently versus when to ask for assistance? ● How can someone show that they understand instructions or requests given by others? ● What are effective ways to share details about a person, place, or thing with another person? ● How should an individual respond when a peer or adult interacts with them? ● How can a person evaluate and choose between two or more options?	● Effective communication is a two-way street. Active listening allows for processing and responding to the environment, while clear expression ensures internal needs, thoughts, and ideas are accurately understood by others. ● Context dictates language. Communication changes based on audience, setting, and specific goals. ● The form of communication matters less than the function. Whether using vocal speech, sign language, or an AAC device, utilizing the most efficient and accessible topography allows full participation in society. ● Community requires collaboration. Being a part of a group means balancing our own desires with the needs of others through turn-taking, empathy, and cooperative problem-solving. ● Actions have ripples. Behavioral and verbal choices directly influence how others feel, react, and interact with each other. ● Self-advocacy is essential for independence. Knowing one's personal preferences, recognizing limits, and having the agency to make choices or ask for help are fundamental to a self-directed life. ● Confirming understanding through verbal acknowledgment, body language, or immediate action ensures tasks are completed accurately and builds mutual trust. ● Using specific, descriptive language tailored to the listener helps paint a clear picture and creates meaningful, shared understanding. ● Responding with respectful body language, appropriate tone, and timely communication fosters positive social connections and shows value for the speaker. ● Comparing choices against personal priorities, needs, and likely outcomes leads to confident and thoughtful decision-making.
Evidence of Learning	
Assessments (Formative, Benchmark, Alternative and Summative): ● Individualized assessments to determine individual goals ● Daily self-Monitoring ● Data collection (Individualized based on specific student goals) ● Social Validity Forms	Teaching Methods/Instructional Procedures: ● Systematic Instruction ● Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling ● Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures ● Shaping ● Fading procedures to decrease the amount of assistance ● Positive feedback

	• Naturally occurring reinforcers • Incidental Teaching • Naturalistic teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance
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Unit II: Community Navigation and Safety Literacy	
Unit Summary	
This unit helps students develop the practical skills needed to navigate their local environments safely and independently. Through hands-on learning, students will master key independence milestones, such as reading community signs, becoming familiar with public transportation, and following community safety rules. This unit also emphasizes personal security, teaching students how to identify community helpers, handle emergencies, and self-advocate when faced with unfamiliar environments or unexpected circumstances. Students build the real-world confidence and situational awareness needed for everyday life.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Comprehensive Multiple Disabilities</i>: • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> ◦ 9.1.2.CR.1, 9.4.2.CT.3, 9.4.5.CT.4, 9.4.2.DC.7, 9.4.2.CT.1, 9.4.5.CT.1, 9.4.2.DC.1, 9.4.5.DC.4, 9.4.2.TL.5 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> ◦ 6.1.2.Geo.HE.1 • <i>2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education - Community Health Services</i> ◦ 2.1.2.CHSS.1, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.5.PS.1, • <i>Dynamic Learning Maps Essential Elements</i> ◦ EE.SI.4-12.1, EE.SCI.KS-ESS3-2, EE.RI.3.7, EE.RI.4.7, EE.SL.3.3, EE.SCI.5-PS1-4	
Unit Essential Questions	Unit Enduring Understandings
• How can an individual determine whether a place or situation in the community is safe or unsafe? • Who are the trusted people within a community available to provide help, and how can they be located? • Why do rules and signs exist in public spaces, and what happens if they are ignored? • How does an individual's behavior impact the safety of those around them? • What does a "safe community" look and feel like? • How can an individual navigate safely and efficiently from Point A to Point B? • How do environmental signs and symbols convey important safety and directional information to pedestrians or passengers? • What strategies can be used to resolve unexpected situations such as getting lost, missing a bus, or encountering a blocked path? • How does technology (such as maps, apps, or crossing signals) support greater independence during travel? • What are the core responsibilities of a	• Situational awareness is preventative. Being aware of one's physical surroundings allows an individual to differentiate between safe and unsafe environments before a problem arises. • Help is always accessible. Trusted community helpers (such as police officers, firefighters, and EMTs) are strategically placed and trained to assist, and knowing how to identify them ensures personal security. • Safety is a collaborative effort: community safety relies on individuals following established rules, respecting signs, and working together to protect one another. • Signs are universal languages. Environmental signs, symbols, and signals provide vital, non-verbal information that guides behavior and keeps pedestrians and passengers safe. • Independence requires preparation. Successfully navigating the community involves planning routes, understanding schedules, and effectively leveraging tools like maps or assistive technology. • Flexibility solves problems. Uncontrollable changes (like detours, delays, or closures) are natural parts of travel; independence means having a strategy to adapt and solve these navigational obstacles calmly. • Utilizing navigation tools and safety signals empowers me to plan routes, orient myself in real time, and explore community spaces safely and autonomously.

pedestrian or passenger when moving through public spaces? • How can an individual protect their personal information and physical safety when interacting with unfamiliar people? • What is the difference between a routine inconvenience and a true emergency, and how should an individual respond to each? • How can a person recognize and avoid hidden hazards in their environment, such as warning symbols, chemicals, or unsafe structures? • How can an individual advocate for themselves when encountering a situation that feels uncomfortable or dangerous? • What tools and information are essential to prepare for emergencies?	• Following safety rules, staying aware of surroundings, and respecting shared spaces protects my physical well-being and ensures a smooth journey for everyone. • Privacy is protection. Personal information (such as name, address, phone number, and location) is valuable and must be strictly guarded to prevent exploitation or harm from strangers. • Distinguishing between everyday setbacks and active threats enables me to apply calm, step-by-step problem-solving to minor disruptions while taking immediate, decisive action to stay safe during true crises. • Preparedness reduces risk. Recognizing universal hazard symbols (poison, danger, caution) and practicing emergency protocols empowers an individual to minimize harm during unexpected events • Advocacy ensures autonomy. Every individual has the right and the responsibility to establish physical boundaries, say "no," and remove themselves from uncomfortable or dangerous situations. • Gathering critical emergency information, keeping essential contact data accessible, and maintaining safety tools in advance ensures I can respond quickly, independently, and effectively when unexpected events occur.
Evidence of Learning	
Assessments (Formative, Benchmark, Alternative and Summative): • Individualized assessments to determine individual goals • Daily self-Monitoring • Data collection (Individualized based on specific student goals) • Social Validity Forms	Teaching Methods/Instructional Procedures: • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching • Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance

Unit III: Financial Literacy and Domestic Independence
Unit Summary
This unit will integrate functional mathematics, life literacy, personal health, and career readiness into a comprehensive framework designed to foster autonomy. The unit bridges classroom concepts with practical, real-world application. Students will explore the cyclic relationship between personal responsibility, resource management, and physical/emotional wellness to successfully navigate independent adulthood and community participation. Core instructional themes will include: functional math and community resource management, domestic independence and personal care routines, safety protocols & proactive independent living, and holistic wellness & community leisure habits.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Comprehensive Multiple Disabilities</i>: • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills ◦ 9.4.2.CT.3 • 2023 New Jersey Student Learning Standards: Math ◦ 2.MD.C.8, 9.1.2.FL.1, 9.1.5.PB.1, 2.MD.C.7, 3.MD.A.1, 1.MD.A.2, 3.MD.B.3

- *2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education - Social/Emotional Learning*
 - 2.1.2.CHSS.5, 2.2.2.LF.3, 2.3.2.PS.1, 9.4.2.CT.3 2.1.2.EH.1, 2.2.2.MSC.1, NJSLS.2.2.2.LF.4, K.G.A.1
- *Dynamic Learning Maps Essential Elements*
 - EE.Math.2.MD.8, EE.Math.4.MD.2.d, EE.Math.3.MD.1, EE.Math.4.MD.1, EE.Math.3.MD.3, EE.Math.5.MD.1.a, EE.Math.K.MD.1-3, EE.Science.EE.HS.LS2-2, EE.ELA-Literacy.RI.3.7, EE.Science.EE.MS.LS1-3, EE.ELA-Literacy.SL.K.6, EE.ELA-Literacy.SL.K.1

Unit Essential Questions	Unit Enduring Understandings
• How do time management and schedules help people stay organized and reliable? • How does understanding the value of money help people make smart choices about spending and saving? • How can measurements and data be used to solve everyday problems in homes and communities? • Why is maintaining personal hygiene and proper dressing essential to health and social well-being? • How does taking care of our personal spaces (chores) contribute to a safe and comfortable environment? • What routines can be built to ensure one is taking full care of daily bodily needs? • How do choices regarding food and nutrition affect long-term health and energy? • Why is it critical to know how to identify hazards and respond to emergencies in the environment? • What skills are necessary to maintain a home, handle basic healthcare, and prevent illness independently? • How can emotions be recognized and coping strategies be used to maintain social and emotional balance? • Why is regular physical activity important for one's body, and how are enjoyable activities chosen? • How do leisure activities and cooperative play improve relationships and quality of life?	• Time is a finite resource. Understanding how to measure and track time allows reliability, punctuality, and organization in both professional and personal lives. • Financial literacy drives independence. Knowing how to budget, save, and calculate costs ensures one can securely manage their own life and avoid exploitation. • Data and measurement give context to our world. Applying mathematical scales allows for following recipes, building structures, and making informed choices based on facts. • Personal care impacts health and community perception. Consistent hygiene and context-appropriate dressing protect physical health and foster positive social and workplace interactions. • Environment affects well-being. Maintaining a clean and organized living space prevents illness, reduces stress, and fosters safety. • Self-care is non-negotiable. Autonomy in managing one's body's foundational needs (eating, dressing, toileting) is the baseline requirement for an independent life. • Nutrition directly powers the body. Preparing balanced meals and understanding nutrition is vital to sustaining energy and preventing chronic health issues. • Preparedness minimizes crisis. Recognizing environmental hazards and knowing emergency protocols (like fire safety or calling 911) can save lives and prevent injuries. • Proactive healthcare preserves autonomy. Independently managing laundry, recognizing early signs of illness, and utilizing preventative care ensure safe, solo living. • Emotional regulation is essential for resilience. Identifying internal emotional states and utilizing coping strategies allow one to handle stress, conflict, and life transitions effectively. • Physical wellness requires continuous effort. Engaging in regular physical activity and recreation preserves mobility, cardiovascular health, and mental clarity. • Leisure time provides vital balance. Participating in hobbies and cooperative play prevents burnout, builds social connections, and improves overall quality of life.
Evidence of Learning	
Assessments (Formative, Benchmark, Alternative and Summative): • Individualized assessments to determine individual goals • Daily self-Monitoring • Data collection (Individualized based on specific student goals) • Social Validity Forms	Teaching Methods/Instructional Procedures: • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching

	• Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance
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Unit IV: Career Readiness and Team Collaboration	
Unit Summary	
This unit will bridge classroom instruction and real-world application to help students with disabilities develop essential employability and independent living skills. Through in-class and community-based learning, students will explore diverse career paths and participate in hands-on, unpaid work experiences across a variety of authentic job sites. By transferring foundational skills and positive work habits from the classroom to professional environments, the unit aims to maximize each student's potential for a successful transition to post-secondary placements and independent living.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Comprehensive Multiple Disabilities</i>: • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> ◦ 9.3.12.AC-DES.2, 9.4.12.CT.1, 9.4.12.CI.1, 9.4.12.DC.1, 9.4.12.CT.2, 2.3.12.PS.1, 9.3.12.AC.1 • <i>2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education - Social/Emotional Learning</i> ◦ 2.1.12.CHSS.1 • <i>Dynamic Learning Maps Essential Elements</i> ◦ EE.Math.9-10.N-Q.1-3, EE.ELA-Literacy.RI.11-12.7, EE.ELA-Literacy.SL.11-12.1, EE.Math.9-10.MD.1-3, EE.ELA-Literacy.RI.9-10.1, EE.Math.HS.F-BF.1, EE.Science.EE.HS.LS2-2, EE.ELA-Literacy.RI.9-10.7, EE.Science.EE.HS.LS1-2, EE.ELA-Literacy.SL.9-10.6 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> ◦ *Dependent on career cluster	
Unit Essential Questions	Unit Enduring Understandings
• How can an individual discover job opportunities that align with their personal strengths, skills, and interests? • Why is it important to explore different career paths before choosing a job? • What does a typical workday look like across various industries within the community? • What professional habits developed in the classroom translate directly to success at a real job site, and how can a skill learned in a classroom setting be successfully applied in a real-world community environment? • How can an individual utilize schedules and organizational tools to complete daily job duties independently? • How do personal actions, communication styles, and attitudes influence overall workplace success? • What are the unwritten rules of workplace etiquette, and why do they matter? • How can an employee advocate for themselves to request support or accommodations when encountering on-the-job challenges?	• Finding a fulfilling career requires a continuous process of self-reflection to align personal strengths, interests, and skills with available job opportunities. • Exploring a diverse range of industries helps individuals make informed decisions about their future vocational paths. • Consistent professionalism, effective communication, and a positive attitude are universal expectations that form the foundation of career success in any industry. Workplace etiquette and unwritten social norms are just as critical to job retention as technical skills. • True mastery means being able to adapt and transfer skills learned in a structured classroom setting to dynamic, unpredictable, real-world environments. Intentional preparation, self-awareness, and real-world experience during school are the catalysts for maximizing one's potential and achieving a successful transition into post-graduate life. • Relying on visual schedules, digital checklists, and job-site timers allows for the management of one's workday independently, reducing dependence on constant supervisor reminders. • Meeting basic grooming and uniform standards shows respect for my colleagues and directly impacts my professional reputation and employability. • Personal autonomy and independent living require a combination of practical life skills and the confidence to self-advocate for necessary support or accommodations.

• What are the most effective ways to communicate with supervisors and colleagues when sharing information or requesting changes? • What are essential long-term life and career goals following graduation, and how do current work experiences lay the groundwork for achieving long-term potential? • How do personal strengths and interests map to enjoyable and suitable career paths? • What specific skills or experiences are necessary to support continuous growth and reach long-term career goals?	• Self-checking work against a quality rubric helps catch errors early. Constructive feedback from a supervisor is not a punishment; it is a tool designed to foster growth and job security. • Expressing ideas, updates, and accommodation requests using professional language, appropriate timing, and clear reasoning builds respectful workplace relationships and ensures my professional needs are met. • Connecting current entry-level tasks and daily skill-building to my future vision allows me to treat present work experiences as essential building blocks for long-term independence and career fulfillment. • Aligning my unique abilities, preferences, and values with compatible job roles empowers me to pursue a career path where I can succeed and find personal satisfaction. • Career growth is a lifelong process; rotating through different tasks and learning new skills opens doors to greater independence and higher-paying jobs.
Evidence of Learning	
Assessments (Formative, Benchmark, Alternative and Summative): • Individualized assessments to determine individual goals • Daily self-Monitoring • Data collection (Individualized based on specific student goals) • Social Validity Forms	Teaching Methods/Instructional Procedures: • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching • Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance