MD Life Skills Grades 9-12   Year 3

The Life Skills course is designed to foster growth of independent living skills for high school special education students, ages fourteen to twenty-one. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, career awareness and daily living skills. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent living skills, positive self-esteem and greater self-sufficiency are taught at an appropriate pace based upon ability in order for students to experience success.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Communication	Due to the students' need for repetition, the goals and objectives of each unit will be interwoven throughout the entire school year. They will be addressed daily, weekly and/or monthly depending on each students' IEP Goals and respective appropriateness.
Unit 2: Nutrition & Cooking	
Unit 3: Independent & Daily Living Skills	
Unit 4: Career Exploration and Preparation	

Unit 1

Stage 1: Desired Results

Unit 1: Communication

Unit Summary: Communication is a life long learning process. We communicate in many different ways like listening, speaking, gesturing, reading, and writing. Communication abilities help people to learn, form social relationships, express feelings, and participate in everyday activities. Some children, due to cognitive and/or physical impairments, may have difficulty expressing themselves clearly or understanding what is being said to them. For those children, assistive technology can help to develop communication abilities, overcome communication problems, and provide a link between them and their daily life experiences.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Computer Science & Design Thinking *(CS & DT*):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions: ● How do I use language to communicate with others? ● How do I understand what others are trying to communicate? ● How do I present information, concepts, and ideas in a way that is understood? ● How does the proper use of grammar and vocabulary impact my communication skills?	**Unit Enduring Understandings:** ● Language learning involves acquiring strategies to effectively communicate through the proper use of grammar and vocabulary ● Reading, writing, speaking, listening are skills critical to communicating
Content-Students will know: ● Student will communicate using words, signs or icons ● Students will identify others' moods based on facial cues, words, speakers intonation and physical cues ● Student will identify own mood ● Student will present facial cues, "words", intonation and physical cues that match their respective mood ● Student will request information ● Student will use different parts of speech ● Student will give directions	**Skills-Students will be able to:** Recount ● Matching everyday oral content related words and phrases to pictures, diagrams, or photographs ● Selecting resources, places, products, or figures from oral statements and visual supports ● Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) ● Answering select yes/no or Wh questions Explain ● Ordering events or stages of phenomena from oral statements ● Identifying words and phrases related to sequence ● Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Argue ● Matching oral information to pictures, diagrams, or photographs that show points of view ● Distinguishing words and phrases related to opinions or facts from oral statements ● Matching media (e.g., posters, photos, banners) with point of view words and phrases Students will develop skills in a "Most to Least" prompting hierarchy.This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent. ● Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is

	usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc.
	• Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student's hand to initiate the response and providing minimal physical guidance to get the desired response.
	• Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the student have good imitation skills, typically not true of students with autism.
	• Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do.
	• Verbal Prompt (V): There are two types of verbal prompts: 1–is a direct statement of what to do or say. For example, "come here." "put it in the trash." Use of this level of prompt requires that the student understand the direction. 2–is an indirect statement that tells the student something about what is expected, but not exactly. For example, "What next?" "Where does it go?"

Stage 2: Evidence of Student Learning – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

Summative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:
Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS
CBI trip checklists
Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:
- not demonstrate aggression toward others
- not demonstrate self-injurious behavior
- demonstrate socially acceptable behavior in a variety of settings
- follow different instructions that involve walking to locations and performing actions such as placing items in a specific location, getting and returning with requested items or going to a specified person and deliver an item
- use electronic communication device to or picture system to request desired items and activities and answer questions
- ask and answer questions with Who, What, When and Where
- remains calm when there is a change in schedule, preferred items/activities are removed or restricted, told no or made to wait
- answer questions regarding personal information
- identify own moods/feelings
- identify moods/feelings of others

Learning Activities:
Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:
VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards
Happy Numbers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2: Nutrition & Cooking

Unit Summary: Students will apply fundamental culinary techniques through hands-on experiences and other classroom activities. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. A variety of cooking techniques and ingredients will be explored and used for preparation in units such as baked goods, fruits, vegetables, proteins, dairy, and healthful food options. The unit will also include safety and sanitation techniques, taste testing, food demonstrations, and guest speakers.

Unit 2 Learning Targets

NJSLS Grade Level Standards:

• 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

• 2.2.12.N.2: Determine the relationship between nutrition and physical activity to weight loss, gain and maintenance

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities

Computer Science & Design Thinking *(CS & DT)*:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions:	Unit Enduring Understandings:
- What do we need to know to create successful meals? - Why are math skills needed for successful meal preparation? - What factors need to be considered in choosing recipes? - How do we decide who does what and when in meal preparation? - What does it mean to eat healthy?	- Successful meal planning involves a problem-solving approach using specific knowledge and skills including shopping - Recipe preparation and meals require proficiency in kitchen math skills
Content-Students will know:	Skills-Students will be able to:

- How to identify ingredients needed to prepare a recipe - How to identify the steps needed to prepare a recipe - How to properly clean workstation area - The correct way to serve and store food - How to handle minor kitchen accidents - How to shop for foods needed to prepare a recipe	Recount - Matching everyday oral content related words and phrases to pictures, diagrams, or photographs - Selecting resources, places, products, or figures from oral statements and visual supports - Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) - Answering select yes/no or Wh questions Explain - Ordering events or stages of phenomena from oral statements - Identifying words and phrases related to sequence - Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Argue - Matching oral information to pictures, diagrams, or photographs that show points of view - Distinguishing words and phrases related to opinions or facts from oral statements - Matching media (e.g., posters, photos, banners) with point of view words and phrases Students will develop skills in a "Most to Least" prompting hierarchy.This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent. - Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. - Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student's hand to initiate the response and providing minimal physical guidance to get the desired response.

	- Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the student have good imitation skills, typically not true of students with autism. - Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do. - Verbal Prompt (V): There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, "come here." "put it in the trash." Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that tells the student something about what is expected, but not exactly. For example, "What next?" "Where does it go?"

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:
- measure liquid volume
- measure solid volume
- use a blender
- follow instructions to get food and kitchen items to prepare food dish
- clean hands
- stirs items in a mixing bowl or glass
- bakes cookies
- follows simple recipes
- make microwave popcorn
- wipes tables and counters
- cleans spilled food and liquids
- takes dirty dishes to sink
- loads, operates and unloads dishwasher (if available)
- washes, rinses and stacks dishes
- prepare a meal following a given recipe.
- participate in Community Based Instruction (CBI) trips to explore the food industry.
- create a shopping list when given parameters.
- purchase goods with credit cards and/or cash when appropriate
- Identify what foods to eat more of, and explain why
-

Learning Activities:
Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:
VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards
Happy Numbers
My Plate Videos
My Plate Books
My Plate Lessons and activities
My Plate Posters
My Plate Handouts
My Plate Games and songs
My Plate Recipe cards
MyPlate graphics
Start Simple with MyPlate

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners.
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses - Small group/One to one
- Additional time
- Review of directions

- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Independent and Daily Living Skills
Unit Summary: Daily living skills consist of a wide range of personal self-care activities across home, school, work, and community settings. Most daily living skills, like food preparation and personal hygiene, need to be performed on a regular basis to maintain a reasonable level of health and safety. The primary focus is to participate in and build on those meaningful and necessary activities that will allow a person to reach their personal goals and enjoy greater independence in their life.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)

2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)

Computer Science & Design Thinking (*CS & DT* **):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions:	Unit Enduring Understandings:
What are habits that keep me healthy? What are routines that will reduce stress? How do I feel? Why do I feel the way I feel? How can I change the way I feel? Who keeps me safe?	- Personal hygiene and self-help skills promote healthy habits - Many factors influence how we think about ourselves and others - Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do - Communication is the basis for strengthening relationships and resolving conflict between people

Who are trusted adults? What do I do when I make a mistake?	- Conflicts between people occur, and there are effective ways to resolve them - People in the community work to keep us safe - Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important
Content-Students will know: - Who the people in the community that work to keep us safe and provide reliable information - How to identify different types of feelings in self and others - What coping strategies can be used when facing difficult situation - What habits promote a healthy lifestyle and reduce stress - How to care for one's personal hygiene - What factors affect our mood	**Skills-Students will be able to:** Recount - Matching everyday oral content related words and phrases to pictures, diagrams, or photographs - Selecting resources, places, products, or figures from oral statements and visual supports - Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) - Answering select yes/no or Wh questions Explain - Ordering events or stages of phenomena from oral statements - Identifying words and phrases related to sequence - Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Argue - Matching oral information to pictures, diagrams, or photographs that show points of view - Distinguishing words and phrases related to opinions or facts from oral statements - Matching media (e.g., posters, photos, banners) with point of view words and phrases Students will develop skills in a "Most to Least" prompting hierarchy.This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent. - Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when

	teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc.
	• Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student's hand to initiate the response and providing minimal physical guidance to get the desired response.
	• Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the student have good imitation skills, typically not true of students with autism.
	• Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do.
	• Verbal Prompt (V): There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, "come here." "put it in the trash." Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that tells the student something about what is expected, but not exactly. For example, "What next?" "Where does it go?"

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS
CBI trip checklists
Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:
- maintain personal daily, weekly and monthly calendars
- take bath or shower on a regular basis
- brush teeth twice per day
- maintain hair by washing and combing on a regular basis
- shaves face (if appropriate)
- shaves under arms and legs (if appropriate)
- participates in social gatherings or events
- label people in the environment
- read/identify functional words, universal symbols, and safety signs commonly found in the community
- identifies/states difference between friend, acquaintance and stranger
- receptively identify community helpers
- expressively identify community helpers
- exhibit socially acceptable behavior in a variety of settings
- remains calm when loud or unexpected noises are present
- consumes a healthy variety and amount of food
- requests help
- completes calming tasks when prompted
- requests accommodation to deal with sensory issues
- admit mistakes
- apologize when appropriate

Learning Activities:
Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:
VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards
Happy Numbers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 4

Stage 1: Desired Results

Unit 4: Career Exploration and Preparation

Unit Summary:

Career exploration and preparation is an integral part of valuing the uniqueness and individuality of students with developmental disabilities while promoting self-determination and full participation in all aspects of community life.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

See below

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

Different types of jobs require different knowledge and skills.

Computer Science & Design Thinking *(CS & DT)*:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions:	Unit Enduring Understandings:
How can I participate in my community? How can I be successful at work?	- High School is designed to prepare students for life beyond the classroom setting. - The teaching of vocational skills is intended to prepare the student for success after secondary education. - Through vocational skills training, students learn how to prepare for a job, find a job, apply for a job and excel at a job
Content-Students will know: - Identify and/or communicate personal information - Identify and/or communicate interests and preferences - Identify and/or communicate vocation vocabulary - Identify and/or carry out laundry skills - Identify and/or carry out job etiquette - Identify clothes that meet a given dress code - Identify and/or carry out proper personal hygiene	**Skills-Students will be able to:** Recount - Matching everyday oral content related words and phrases to pictures, diagrams, or photographs - Selecting resources, places, products, or figures from oral statements and visual supports - Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) - Answering select yes/no or Wh questions

Explain
- Ordering events or stages of phenomena from oral statements
- Identifying words and phrases related to sequence
- Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) •

Argue
- Matching oral information to pictures, diagrams, or photographs that show points of view
- Distinguishing words and phrases related to opinions or facts from oral statements
- Matching media (e.g., posters, photos, banners) with point of view words and phrases

Students will develop skills in a "Most to Least" prompting hierarchy.This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.

- Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc.
- Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student's hand to initiate the response and providing minimal physical guidance to get the desired response.
- Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the student have good imitation skills, typically not true of students with autism.
- Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do.
- Verbal Prompt (V): There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, "come here."

	"put it in the trash." Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that tells the student something about what is expected, but not exactly. For example, "What next?" "Where does it go?"

Stage 2: Evidence of Student Learning

Summative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:	**Learning Activities:**
- communicate personal information - performs non-preferred tasks - remains calm when working - demonstrates non-disruptive behavior when working - wears clothing appropriate for a job - maintains adequate hygiene for a job	Individual and small group activities Direct Instruction Discrete Trials CBI Trips **Resources:**

● identifies hazard or danger signs ● recognizes when things need to be cleaned ● sorts laundry ● uses washing machine ● uses dryer ● folds/hangs clothes ● greets and assists clients/customers ● interacts appropriately with clients/customers ● uses cash register	VB MAPP AFFLS Teacher created materials Scholastic Magazine (Let's Find Out, Science Spins, Choices) Chromebooks Youtube TPT Internet Resources Boom Cards Happy Numbers

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms