



LLD Study Skills Grades 9-12 Year 4

The Study Skills course is designed to foster growth of functional living skills for high school special education students, ages fourteen to twenty-one. Functional skills are skills that if not mastered by the students, will have to be done for the students. Emphasis is placed upon essential, practical, everyday skills of living. Although some skills are routine and even mundane at times, without demonstration of these skills, the person is dependent on others for his/her care. The more the student can master in this area, the greater level of independence is possible and additional opportunities will open up in school options, academic placement choices, peer relations, living and housing arrangements, job choices etc. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent daily living skills 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: Routines & Expectations & Common Knowledge	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: Social Skills	
Unit 3: Technology	
Unit 4: Core & Applied Academics	

Unit 1

Stage 1: Desired Results

Unit 1: Routines & Expectations & Common Knowledge

Unit Summary: Following established school policies, unwritten rules and expectations throughout the school environment is necessary to student success and independent living. Students need to describe and understand many routines and expectations both inside and outside the classroom. These skills will ensure that students will sit quietly, participate in gym, remain calm during transitions and when schedules change. Student independence will be furthered as they will organize their personal material, describe schedules, change from class to class with the bells, plan with calendars and maintain a personal locker.

Common knowledge is basic information that promotes independent functioning in the school environment. These skills are the foundation of academic and social functioning and are necessary for everyday “real life” success. Mastering common knowledge skills will enable the student to communicate and interact with peers and adults.

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 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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.

Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Interdisciplinary Connections:

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

Unit Essential Questions:

- What are my school's policies?
- What are unwritten rules that will help me be successful in school and the community?
- What are school and individual class routines?
- How do I get to each of my classes and other important locations in the building?
- How do I organize my personal belongings and use my locker?
- What are the expectations on community trips?

Unit Enduring Understandings:

- A variety of functional skills are essential for striving for independence and success in different types of classrooms
- Students must be active participants in routines and social situations in educational settings in order to experience success

Content-Students will know:

- Identify and follow established school policies, unwritten rules and expectations
- Remain calm during transitions and when schedules change
- Organize their personal material
- Describe schedules
- Change from class to class with the bells
- Plan with calendars and maintain a personal locker.
- develop a repertoire of knowledge to understand their environment and the current events of their school day

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
- Matching oral descriptions of characters or main events in content related topics
- Following modeled oral commands

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) •
- Using words and phrases to identify visually supported phenomena

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?”
- Independent (I): The student is able to perform the task on his/her own, with no prompts or assistance.

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:**

- Plans with a calendar
- Brings necessary material home and back to school
- Places all personal belongings in the appropriate place
- Transitions between classes
- Walks by self in the hallway
- Knows when to speak during a discussion
- Takes turns during discussions
- Accesses locker and keeps it neat
- Describes school rules
- States and follows schedule
- Transitions between in-class activities

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

- Receptively follows directions delivered by various adults
- Responds to group instruction that requires discrimination (If you need a pencil, raise your hand.)
- Sits in group without disruptive behavior
- Adapts to change in schedule
- Identifies times of day certain events occurred
- States current day of week, yesterday and tomorrow
- States current month, previous and next
- Identifies calendar information
- Adds personal information to calendar
- Describes clothing for weather/season
- Identifies common community and family events
- Stands appropriately in the cafeteria line
- Orders and pays for lunch
- Follows cafeteria rules
- Eats with peers

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: Social Skills

Unit Summary: The ability to interact with others in a socially acceptable manner is essential for participation in a wide range of activities in school environments and in the community. Some of the earliest social interaction skills involve greeting others and engaging in common activities with peers such as taking turns and playing simple games. Additionally, the abilities to initiate and maintain a conversation, request to join an ongoing activity, and to invite others to participate in an activity are critical for developing friendships. More advanced social skills including the awareness of group similarities and differences, social and cultural diversity, and knowledge about social topics, friends, dating, teasing, bullying, peer pressure, and other social areas required across all school settings are addressed in this unit.

Unit 2 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 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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.

Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Interdisciplinary Connections:

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

Unit Essential Questions:

- How do I greet others?
- How do I engage in common activities with peers such as taking turns and playing simple games?
- How do I initiate and maintain conversations?
- How do I request to join an ongoing activity?
- How do I invite others to participate in an activity?

Unit Enduring Understandings:

- The ability to interact with others in a socially acceptable manner is essential for participation in a wide range of activities in school environments and in the community

<ul style="list-style-type: none"> • What are some group similarities and differences? • What are some social and cultural norms? • How to treat friends? • How should friends treat me? • What are some dating “dos and don’ts” 	
<p>Content-Students will know:</p> <ul style="list-style-type: none"> • Students will be able to interact with others in a socially acceptable manner 	<p>Skills-Students will be able to:</p> <p>Recount</p> <ul style="list-style-type: none"> • Matching everyday oral content related words and phrases to pictures, diagrams, or photographs <p>Explain</p> <ul style="list-style-type: none"> • Ordering events or stages of phenomena from oral statements <p>Argue</p> <ul style="list-style-type: none"> • Matching oral information to pictures, diagrams, or photographs that show points of view <p>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.</p> <ul style="list-style-type: none"> • 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.

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:

- Returns appropriate greeting
- Politely ends a conversation
- Respects personal space
- Waits turn and takes turn
- Identifies boredom and interest in topic
- Asks others permission to join an activity
- Invites others to join an activity
- Hangs out with peers
- Responds appropriately to teasing
- Responds appropriately to bullying
- Avoids other who make fun of student or who are unfriendly
- Understands literal versus figurative comments
- Identifies others perspectives
- Describes dating relationships
- Responds appropriately when attracted to others
- Responds appropriately when others are attracted to student

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

- Identities cultural differences
- Identifies school clubs
- Describes major school events

Various games

**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: Technology

Unit Summary: Computers, tablets, interactive boards, and various other technologies are now commonly used in educational settings. This unit addresses skills related to the use of these current technologies in the school setting. Basic and advanced operation of a variety of devices, accessing and using the internet for academic and social purposes, using common word processing, spreadsheet, and presentation software, and the storage and backing up of data is taught.

Unit 3 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 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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.

Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Interdisciplinary Connections:

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

Unit Essential Questions:

- How can computers, tablets, interactive boards, and various other technologies help me be successful in educational settings?
- How do I operate computers, Chromebooks and tablets?
- How do I safely access and use the internet for academic and social purposes?
- How do I use word processing, spreadsheet, and presentation software?
- How do I store and back up data?

Unit Enduring Understandings:

- Computers, tablets, interactive boards, and various other technologies are now commonly used in educational settings

Content-Students will know:

- Turns device on/off
- Logs on/off device
- Operates cursor with mouse/finger
- Waits during progress bar/hourglass
- Opens and operates applications on device
- Logs in/off applications on device
- Identifies which program is needed for a specific task
- prints content
- Uses search engines
- Starts and saves a new document
- Uses features (font, highlights, copies, pastes, spell check etc.)
- Creates and uses folders
- Searches for files
- Monitors device battery charge
- Sends and receives email

Skills-Students will be able to:

Recount

- Matching everyday oral content related words and phrases to pictures, diagrams, or photographs

Explain

- Ordering events or stages of phenomena from oral statements

Argue

- Matching oral information to pictures, diagrams, or photographs that show points of view

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

- Uses online map to obtain directions

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.

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

Core & Applied Academics

All schools have the primary goal of educating students and therefore are focused on allowing maximum benefit of instruction in as many academic areas as possible. While some special education students are able to access only small amounts of the general education subject material, other students are able to progress through the majority of grade-level content. The acquisition of common academic skills and concepts are essential for a student to participate in a wide range of educational opportunities and social activities. When reading fluency and comprehension, spelling, math, and other core academics are mastered, the student will be able to more fully participate successfully in a larger variety of activities, and provide the student with access to a greater number of potential friends. Academic skills facilitate the participation in social clubs, extracurricular activities, and vocational programs that provide the student with numerous life-changing opportunities. For students who have achieved some success with core academics, their lives can be more functional and independent if those skills can be applied in practical ways. The application of basic reading skills includes following written directions on worksheets and summarizing the content of written materials. There are a wide variety of additional skills in this unit.

Unit 4 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 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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.

Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Interdisciplinary Connections:

Unit Essential Questions:

- What basic math skills are needed to be successful in school and the community?
- What basic reading skills are needed to be successful in school and the community?
- What basic functional academic skills are needed to be successful in school and the community?

Unit Enduring Understandings:

- The primary goal of educating students is focused on allowing maximum benefit of instruction in as many academic areas as possible
- The acquisition of common academic skills and concepts are essential for a student to participate in a wide range of educational opportunities and social activities
- When reading fluency and comprehension, spelling, math, and other core academics are mastered, the student will be able to more fully participate successfully in a larger variety of activities

Content-Students will know:

- Common academic math skills
- Common academic reading skills
- Common functional academic skills

Skills-Students will be able to:

Recount

- Matching everyday oral content related words and phrases to pictures, diagrams, or photographs

Explain

- Ordering events or stages of phenomena from oral statements

Argue

- Matching oral information to pictures, diagrams, or photographs that show points of view

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.

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:

- Writes sentences with correct capitalization and punctuation
- Uses correct verb tense, pronouns
- Write a paragraph with a topic sentence and three supporting sentences
- Demonstrate the value of various combinations of coins and bills
- Determine amount of change due
- Measures volume, weight, distance, temperature

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS

- State time shown on a digital clock
- Follow multi-step written and verbal directions
- Follows along during group reading
- Sign name as a signature
- Locates definitions of words
- Uses a table of contents to locate information
- Answers multiple choice questions
- Uses scantron sheets

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