

Life Skills

Unit Title: Social skills: Self Advocacy and Transition to High School

Stage 1: Desired Results

Standards & Indicators:

ELA.EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

ELA.EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

ELA.EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

ELA.EE.L.9-10.3 Use language to achieve desired outcomes when communicating

ELA.EE.SL.9-10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
• 9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

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<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Setting goals for personal and academic growth. • Using the IEP to advocate for needs. • Appropriate and effective communication. • Transition to the high school community. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What is an IEP? • What is the appropriate way to walk in the hallway at high school ? • What do I do in the cafeteria in high school, which one do I go to? • Who is my case manager and where can I go for help at the high school? • How do my accommodations and modifications help lead to success? • Why is it important to set goals? • How do I monitor and adjust my goals? • How do I communicate effectively with adults at the high school about my needs? • What are appropriate manners and etiquette to display?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Parts of the IEP. • Purpose of IEP. • Setting realistic goals. • Monitoring and adjusting goals. • Stereotypes and disabilities . • knowing people at your school. • learning names of locations and people within the high school community. • Self Regulation Steps. • Effective Communication. • Verbal and Nonverbal Communication 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Examine and question the purpose of an IEP. • Apply parts of the IEP to educational programs. • Differentiate between realistic and unrealistic goals. • Demonstrate how to monitor goals. • Evaluate goal progress and learn to adjust. • Find scheduled classes, bathroom, cafeteria, case manager. • Know where to go in the high school for help. • Implement positive communication methods. • Differentiate between verbal and nonverbal communication. • Understanding rules of conversation (eye contact, body language, active listening).
<p><u>Interdisciplinary Connections:</u> Students will learn to self advocate across settings to build independence and transition into the high school program across various class settings.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p><u>Performance Task 1</u></p> <ul style="list-style-type: none"> • Establish and communicate long and short term goals for personal and academic success meeting the requirements of a rubric. <p><u>Performance Task 2</u></p> <ul style="list-style-type: none"> • Display positive/assertive methods of communication to express needs to others during role play scenarios. <p><u>Performance Task 3</u></p>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Structured Observations. • Goal setting worksheets. • Goal setting slide show. • Short Term personal and academic goal setting (each marking period). • Evaluation and reflections of short term goals (each marking period). • Long Term personal and academic goal setting. • Complete supplemental worksheets, tests, and quizzes on material covered. • Rubrics.

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<ul style="list-style-type: none"> While on a CBI trip, navigate using a map and signs. Demonstrate appropriate behavior walking, and locate the bathrooms. <p><u>Performance Task 4</u></p> <ul style="list-style-type: none"> Update data for Functional Life Skills 	<ul style="list-style-type: none"> Complete supplemental worksheets, tests, and quizzes on material covered. Cooperative learning opportunities. Classwork. Tech based Projects. Data for Functional Life Skills. Community Based Instruction trips to pre-approved list of places.
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Stage 3: Learning Plan

<ul style="list-style-type: none"> <u>Learning Opportunities/Strategies:</u> <p><u>Setting Goals</u></p> <ul style="list-style-type: none"> Present examples of goal setting to achieve desired results. Students will know and participate in collecting data on their IEP goals. Students will develop goals to assist them in achieving academic success (monitoring grades, following their schedule, using a locker, organizing materials, etc). Person centered planning questionnaire. <p><u>Self- Advocacy</u></p> <ul style="list-style-type: none"> Students will state what IEP stands for. Students will list steps and practice self-regulating. Students will answer questions about their IEP, such as what is the IEP made of, what is an accommodation, what is a modification. Students will read about the ADA Act. <p><u>Transition to High School</u></p> <ul style="list-style-type: none"> Students will practice using a map and schedule to navigate the high school. <p><u>Effective Communication</u></p> <ul style="list-style-type: none"> Students will explore different scenarios and role play positive/assertive communication. Students will create a presentation on their goals, strengths, needs, and the way they communicate to staff. Students will investigate the steps in conflict resolution and engage in role play to apply the steps. Students will design a plan for conflict resolution and present it to the class. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> IEP Parent, student, and person centered planning questionnaires Instructional Videos Online resources Teacher developed worksheets Journals Online resources,such as: google docs, google slides, kahoot Social Stories and monitored social time AFLS Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories Community Based Instruction <p><u>GLSEN Educator Resources</u> <u>For Educators: Supporting LGBTQIA Youth Resource List</u> <u>Respect Ability: Fighting Stigmas. Advancing Opportunities</u></p>
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<ul style="list-style-type: none"> • Discriminate between verbal and nonverbal types of communication. • Students will demonstrate positive verbal and nonverbal communication. • Cooperative learning • Effective verbal and nonverbal communication with peers and teachers • Situational roleplay • Prevocational kit completion and hands-on learning opportunities • Student journaling and reflection • Student and peer interviews • Formative assessment • Student self-assessment 	
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Differentiation

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

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

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		Allow extra time on assessments.	
Unit 2 Title: Community Living: Recreation			
Stage 1: Desired Results			
<u>Standards & Indicators:</u>			
ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.			
ELA.EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.			
ELA.EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.			
ELA.EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.			
ELA.EE.L.9-10.3 Use language to achieve desired outcomes when communicating			
ELA.EE.SL.9-10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.			
ELA.EE.L.9-10.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. Identify and use root words and the words that result when affixes are added or removed. c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.			
L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.			
<ul style="list-style-type: none"> A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 			

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L.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.


- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CT.9–10.8. **Reading Informational.Comparison of Texts.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.



W.RW.9–10.7. **Writing.Range of Writing.9-10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. **Speaking and Listening.Use Media.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
Central Idea / Enduring Understanding: <ul style="list-style-type: none"> It is fulfilling to get involved at school. It is important to do activities for fun in the community. Know what activities are offered and their cost. Safely share contact information with parents and peers. 		Essential/Guiding Question: <ul style="list-style-type: none"> What is recreation? What do I like to do for fun? What kind of activities can I get involved in at school? What kind of age appropriate activities can I get involved in the community?

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<ul style="list-style-type: none"> Effectively communicate to others that you want to invite them to an activity. Ways to handle it when someone cancels a planned event or schedules change. Ways to stay safe when doing recreational activities. 	<ul style="list-style-type: none"> Where is our local community and what activities do they offer? What is our extended community and what activities do they offer? How do I communicate with friends and family to do activities together? How can I stay safe while having fun? What boundaries are appropriate during recreation/leisure activities?
<p><u>Content:</u></p> <ul style="list-style-type: none"> Identifying and attending school activities. Listing available places in the local community for recreation; such as the library. Students will role play and go out to eat in the community. Students will host an event such as Pizza with the Principal. Listing available places in the extended community for recreation. Understanding the cost of some recreation activities. Planning recreation with peers. Manners and Etiquette. Safety during leisure time. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> Students will identify and attend at least one school activity. Students will visit the library and complete a library scavenger hunt. Students will identify and problem solve events that can occur when out to eat in a social setting. Students will identify recreation activities in their immediate community, the cost, and how to get there. Students will identify recreation activities in their extended community, the cost, and how to get there. Students will demonstrate ways to stay safe while having fun. Students will share contact information with peers and arrange one recreation activity with at least one peer.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will learn to self advocate across settings to build independence and transition into the high school program across various class and community settings.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p><u>Performance Task 1</u></p> <ul style="list-style-type: none"> Participation in CBI trips to approved local recreation activities such as: the library, Mirror Lakes Beach, The Pinelands Family Success Center, or other approved CBI locations. <p><u>Performance Task 2</u></p> <ul style="list-style-type: none"> Students will role play and incorporate the rules of conversation (eye contact, active listening, initiating and ending a conversation, etc). <p><u>Performance Task 3</u></p> <ul style="list-style-type: none"> Students will host an event such as; Pizza with the Principal. <p><u>Performance Task 4</u></p> <ul style="list-style-type: none"> Update data for Functional Life Skills. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> Structured Observations. Rubric. Complete supplemental worksheets, tests, and quizzes on material covered. Journals. Cooperative learning opportunities. Classwork Homework Projects

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

School community

- Students will explore the school website and activity pages.
- Students will attend the activity fair.
- Students will sign up for all communication regarding school events.

Local community

- List places to go for leisure in the community; identify at least one you are interested in.
- Making Leisure Choices: Students will identify leisure activities and circle the ones they think is fun. Students will discriminate between activities that are and are not age appropriate.
- Students will problem solve situations that arise when eating with others at a table; such as talking with food in your mouth, reaching across, unpleasant topics of conversation; table available, menu questions.
- Students will identify the purpose of the local library and various community facilities.
- Students will list rules for the library and various community facilities.
- Students will research activities to participate in at the local library and various community facilities.
- Obtain permission and share contact information with friends.

Extended Community

- List places to go for leisure in the extended community; identify at least one you are interested in.

Sharing information

- Students will state their address and phone number.
- Students will obtain permission from their guardians to share their contact information with the purpose of attending leisure activities with peers.
- Students will plan an activity to attend with a peer.

Safety while participating in recreation

- Swimming Safety.
- Sun Safety.
- Cold Weather Safety.

Resources:

Attainment's Explore Your Community Student Workbook
 Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation
 Attainment's Exploring Social Skills
 Attainment's Life Skills Stories
 School Web page
 School Activity Fair
 IEP
 Parent, student, and person centered planning questionnaires
 Instructional Videos
 Online resources
 Teacher developed worksheets
 Journals
 Online resources, such as: google docs, google slides, kahoot
 Social Stories and monitored social time
 AFLS

[GLSEN Educator Resources](#)

[For Educators: Supporting LGBTQIA Youth Resource List](#)
[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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- Sports Safety.
- Bug Safety.
- Freetime Safety.
- Social Media Safety.

Social Skills

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

Differentiation

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

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

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strengths and weaknesses so that they can assist and challenge each other.	An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.	One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.	
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Unit 3 Title: Independent Living Skills: Transportation and Reading Signs for Safety

Stage 1: Desired Results

Standards & Indicators:

ELA.EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.

ELA.EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

ELA.EE.W.9-10.2 Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Providing a closing or concluding statement.

ELA.EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

ELA.EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

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ELA.EE.L.9-10.3 Use language to achieve desired outcomes when communicating

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ELA.EE.L.9-10.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. Identify and use root words and the words that result when affixes are added or removed. c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2.](#) Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
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L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

Central Idea / Enduring Understanding:

- How to read a schedule of public transportation.
- Types of public transportation.
- Cost of public transportation.
- Understanding local options.

Essential/Guiding Question:

- How can I use public transportation to get around?
- How do I read different schedules?
- What are the different options for public transportation?
- How much does it cost to use public transportation?
- Why would I need to use public transportation?

Content:

- Riding the bus.
- How to arrange a ride before you need to be somewhere.
- How to read a schedule of public transportation.
- Rules, benefits, and risks of different types of transportation.
- As a pedestrian, driver, or rider on public transportation or a bike, you need to be aware of signs and their meanings.

Skills(Objectives):

- Students will read and answer questions about a schedule.
- Students will practice reading various public transportation schedules.
- Students will identify the benefits and types of getting around.
- Students will ride the Burlink.
- Students will identify signs by using pictures, technology, and a sign scavenger hunt around the school.

Interdisciplinary Connections:

Students will learn to self advocate across settings to build independence and transition into the high school program across various class and community settings.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1

- CBI Travel Training including riding the Burlink.

Other Evidence:

- IEP.

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<ul style="list-style-type: none"> • Locate and identify signs used for safety while traveling. <p><u>Performance Task 2</u></p> <ul style="list-style-type: none"> • Locate and identify signs used for safety around the school and school grounds. <p><u>Performance Task 3</u></p> <ul style="list-style-type: none"> • Update data for Functional Life Skills. 	<ul style="list-style-type: none"> • Parent, student, and person centered planning questionnaires. • Instructional Videos. • Online resources. • CBI. • Teacher developed worksheets. • Journals.
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Riding the bus</u></p> <ul style="list-style-type: none"> • Students will state what they know about riding the bus and tell about anytime they have ridden the bus. • Students will identify a bus stop, passenger, token, driver, transfer, bus sign. • Students will problem solve situations that may occur on the bus; such as you don't know if it is the right bus, there are no seats, you don't know when to signal for your stop. • Students will read schedules and answer questions about the schedules. • Identify the cost of riding public transportation locally. • Read a bus schedule. <p><u>Transportation Options</u></p> <ul style="list-style-type: none"> • Students will compare the costs of public and non-public transportation. • Students will identify different aspects of public transportation (Ex: a taxi meter address, destination, Taxi Stand sign, Uber app) • Students will problem solve some incidents that can arise while riding in a taxi; (Ex: how to find out the cost, what to do if it doesn't show up, you don't have enough money) <p><u>Signs</u></p> <ul style="list-style-type: none"> • Students will view signs relating to community, pedestrian, passenger, and bicycle safety. • Students will identify signs relating to community, pedestrian, passenger, and bicycle safety. • Students will look for safety signs in their surroundings. • Students will create a strategy of what to do if lost. 	<p><u>Resources:</u></p> <p>IEP Instructional Videos Online resources CBI Teacher developed worksheets Journals Online resources, such as: google docs, google slides, kahoot Social Stories and monitored social time AFLS Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories</p> <p><u>GLSEN Educator Resources</u> <u>For Educators: Supporting LGBTQIA Youth Resource List</u> <u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></p>
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Differentiation

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

Life Skills

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 4 Title: Independent Living Skills: Self Care and Stress Management.

Stage 1: Desired Results

Standards & Indicators:

ELA.EE.RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.

Life Skills

ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.

ELA.EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.

ELA.EE.W.9-10.2 Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Providing a closing or concluding statement.

ELA.EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

ELA.EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

ELA.EE.L.9-10.3 Use language to achieve desired outcomes when communicating

ELA.EE.SL.9-10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.

ELA.EE.L.9-10.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown. b. Identify and use root words and the words that result when affixes are added or removed. c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2.](#) Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Life Skills

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.


- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.



W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.

Central Idea / Enduring Understanding:

- Everyone has stress and uses different ways to manage it.
- All people need to practice self care and be aware of their feelings.
- All people need to communicate their feelings accurately to have their needs met.
- Empathizing with others and being aware of their feelings makes us better friends and co-workers.

Essential/Guiding Question:

- How am I feeling?
- What can I do to manage uncomfortable feelings in a variety of settings?
- What are others' feelings and how can I tell?
- Why is it important to practice self care?
- Why should I be aware of myself and others?
- What ways can I appropriately communicate about my feelings?
- When should I communicate about my feelings?

Life Skills

	<ul style="list-style-type: none"> Understanding rules of conversation (eye contact, body language, active listening)?
<u>Content:</u> <ul style="list-style-type: none"> Identify stressors. Identify different emotions. Healthy ways to manage emotions. Compare good stress and bad stress. Try various ways to manage stress. Design a stress management plan. Define and practice empathy. 	<u>Skills(Objectives):</u> <ul style="list-style-type: none"> Identify different emotions and how they affect you. Demonstrate ways to care for your feelings and the feelings of others. Read body language and communicate feelings effectively with others. Understanding rules of conversation (eye contact, body language, active listening)?

Interdisciplinary Connections:

Students will learn to self advocate across settings to build independence and transition into the high school program across various class and community settings.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <u>Performance Task 1:</u> <ul style="list-style-type: none"> Design a personal plan for stress management. <u>Performance Task 2:</u> <ul style="list-style-type: none"> Students will role play emotional management for common situations and emotions with an appropriate self selected strategy . <u>Performance Task 3</u> <ul style="list-style-type: none"> Update data for Functional Life Skills 	<u>Other Evidence:</u> <ul style="list-style-type: none"> Structured Observations. Rubric. Complete supplemental worksheets, tests, and quizzes on material covered. Journaling. Cooperative learning opportunities. Classwork. Tech based Projects. meditation. walking and other exercise. AFLS.
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <u>Self Awareness/ Emotions</u> <ul style="list-style-type: none"> Identify their emotions and those of others. Maintain a journal. Students will express emotions to a trusted adult. <u>Self Care/ Managing stress</u> <ul style="list-style-type: none"> Students will practice the following self care techniques: <ul style="list-style-type: none"> Journaling Guided reflection Guided meditation Meditation Stretching Going for a walk Reading a book Coloring or creating Students will identify what method of self care they prefer. 	<u>Resources:</u> IEP Instructional Videos Online resources,such as: google docs, google slides, kahoot CBI Teacher developed worksheets Journaling Social Stories and monitored social time Guided relaxation activities AFLS Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories GLSEN Educator Resources
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Life Skills

<ul style="list-style-type: none">Students will use the techniques when presented with a stressful situation.Students will role play how they would appropriately respond given various situations.Students will identify community resources to utilize when given various situations.	For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Life Skills

Unit 5 Title: Transition: Pre-vocational Skills		
Stage 1: Desired Results		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
Central Idea / Enduring Understanding: <ul style="list-style-type: none"> Follow one step directions. Follow multi-step directions. Maintain a positive work attitude. 		Essential/Guiding Question: <ul style="list-style-type: none"> Why is it important to follow directions when working? How can I ensure I know what to do on the job? What are the many ways to sort materials? Why is it important to practice job skills like sorting, taking inventory, and fulfilling orders?
Content: <ul style="list-style-type: none"> Following directions. Task completion. Having a positive work attitude. Being responsible at work. Gather information needed for post secondary documents. Staying safe at work. 		Skills(Objectives): <ul style="list-style-type: none"> Students will use Kits to practice the sporting, organizing, following directions, maintaining a clean work area. Students will identify what is responsible behavior at work. Students will list ways to react positively in the work environment. Students will fill in the blanks with information needed on a resume. Students will identify people they can use as references.
Interdisciplinary Connections: Students will learn to self advocate across settings to build independence and transition into the high school program across various class and community settings.		
Stage 2: Assessment Evidence		
Performance Task(s): <p><u>Performance Task 1:</u></p> <ul style="list-style-type: none"> Completion of vocational skill kits. Data collected through rubric for appropriate completion. <p><u>Performance Task 2:</u></p> <ul style="list-style-type: none"> Completion of information needed for job application and resume. 		Other Evidence: <ul style="list-style-type: none"> Structured Observations. Rubric. Complete supplemental worksheets, tests, and quizzes on material covered. Journals. Cooperative learning opportunities. Classwork. Homework. Projects.
Stage 3: Learning Plan		
Learning Opportunities/Strategies:		Resources:
<u>Pre-vocational skills</u>		Teacher developed worksheets

Life Skills

<ul style="list-style-type: none"> Students identify: What is task completion. Before you start a task, what do you need? When given a situation students give a negative reaction and positive reaction. Identify responsible actions at work. Students list ways to stay safe at work. <p><u>Basic resume, references and application information</u></p> <ul style="list-style-type: none"> Name and contact information, education history, personal interests. People to ask for references: teacher, neighbor, family friend, employer, community leader, coach and club leader, mentor, school administrator, parent of a friend. Students will practice writing the date. <p><u>Kits</u></p> <ul style="list-style-type: none"> Kits will be used to practice the following vocational skills: <ul style="list-style-type: none"> following one step directions. following multi step directions. fulfilling orders. completing inventory. sorting and organizing. 	<p>AFLS Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Attainment's Pre-Ets Pre- employment transition solution 5: Focus on Self Advocacy Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1 Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>
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Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Life Skills

	<p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</p>	
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Life Skills

Pacing Guide

Course Name	Resource	Standards
Life Skills 1		
Unit 1 Social Skills: Self-advocacy and Transition to High School Days: 18	Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1 Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	ELA.EE.RI.9-10.10 ELA.EE.W.9-10.2 ELA.EE.W.9-10.6 ELA.EE.SL.9-10.5 ELA.EE.L.9-10.3 ELA.EE.SL.9-10.1 L.KL.9-10.2. SL.PE.9-10.1. SL.UM.9-10.5.
MP 1	Resources	Standards
Unit 2 Community Living: Recreation and Social Skills Days: 18	Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1 Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories Instructional Videos	ELA.EE.RI.9-10.3 ELA.EE.RI.9-10.10 ELA.EE.W.9-10.2 ELA.EE.SL.9-10.5 ELA.EE.L.9-10.3 ELA.EE.SL.9-10.1 ELA.EE.L.9-10.4 L.KL.9-10.2. L.VL.9-10.3. RI.CT.9-10.8 WRW.9-10.7. SL.PE.9-10.1.

Life Skills

	<p>Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom)</p> <p>Social Stories</p> <p>CBI</p> <p>Teacher developed worksheets</p> <p>AFLS</p> <p>End of Unit Assessment: Role Play; AFLS grid</p>	SL.UM.9–10.5.
MP 1	Resources	Standards
<p>Unit 3</p> <p>Independent Living Skills: Transportation and Reading Signs for safety</p> <p>Days: 18</p>	<p>Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy</p> <p>Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1</p> <p>Attainments explore your community</p> <p>Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation</p> <p>Attainment's Exploring Social Skills</p> <p>Attainment's Life Skills Stories</p> <p>Instructional Videos</p> <p>Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom)</p> <p>Social Stories</p> <p>CBI</p> <p>Teacher developed worksheets</p> <p>AFLS</p> <p>End of Unit Assessment: Role Play; AFLS grid</p>	<p>ELA.EE.RL.9-10.4</p> <p>ELA.EE.RI.9-10.3</p> <p>ELA.EE.RI.9-10.10</p> <p>ELA.EE.W.9-10.2</p> <p>ELA.EE.W.9-10.6</p> <p>ELA.EE.SL.9-10.5</p> <p>ELA.EE.L.9-10.3</p> <p>ELA.EE.SL.9-10.1</p> <p>ELA.EE.L.9-10.4</p> <p>L.KL.9–10.2.</p> <p>L.VL.9–10.3.</p> <p>RI.CT.9–10.8</p> <p>WRW.9–10.7.</p> <p>SL.PE.9–10.1.</p> <p>SL.UM.9–10.5.</p>
MP 1-2	Resources	Standards
<p>Unit 4</p> <p>Self-Care and Stress Management</p> <p>Days: 18</p>	<p>Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy</p> <p>Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1</p> <p>Attainments explore your community</p> <p>Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation</p> <p>Attainment's Exploring Social Skills</p> <p>Attainment's Life Skills Stories</p> <p>Instructional Videos</p> <p>Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom)</p>	<p>ELA.EE.RL.9-10.4</p> <p>ELA.EE.RI.9-10.3</p> <p>ELA.EE.RI.9-10.10</p> <p>ELA.EE.W.9-10.2</p> <p>ELA.EE.W.9-10.6</p> <p>ELA.EE.SL.9-10.5</p> <p>ELA.EE.L.9-10.3</p> <p>ELA.EE.SL.9-10.1</p> <p>ELA.EE.L.9-10.4</p> <p>L.KL.9–10.2.</p> <p>L.VL.9–10.3.</p>

Life Skills

	Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	RI.CT.9–10.8 W.RW.9–10.7. SL.PE.9–10.1. SL.UM.9–10.5.
MP 2	Resources	Standards
Unit 5 Transition: Pre-Vocational Days: 18	Attainment's Pre-Ets Pre- employment transition solution 5:Focus on Self Advocacy Attainment's Pre-Ets Pre employment transition skills 4: Focus on Workplace Readiness Book 1 Attainments explore your community Attainment's Conversation Skills On the Job and in the Community and II Extending Conversation Attainment's Exploring Social Skills Attainment's Life Skills Stories Instructional Videos Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Teacher developed worksheets AFLS End of Unit Assessment: Role Play; AFLS grid	ELA.EE.RL.9-10.4 ELA.EE.RI.9-10.3 ELA.EE.RI.9-10.10 ELA.EE.W.9-10.2 ELA.EE.W.9-10.6 ELA.EE.SL.9-10.5 ELA.EE.L.9-10.3 ELA.EE.SL.9-10.1 ELA.EE.L.9-10.4 L.KL.9–10.2. L.VL.9–10.3. RI.CT.9–10.8 W.RW.9–10.7. SL.PE.9–10.1. SL.UM.9–10.5.