

Life Skills/Financial Literacy K/M

Title: Social Skills: Self- Advocacy and Awareness

Stage 1: Desired Results

Standards & Indicators:

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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate

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/Financial Literacy K/M

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.




RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 

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. 

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Life Skills/Financial Literacy K/M

<p><u>Central Idea / Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Understand your IEP and take an active role in your IEP meetings. • Communicate effectively about your classes and needs. • Person Centered Planning can help communicate about an IEP and individual needs. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How can I participate in my IEP meeting? • What classes do I need to graduate? • What classes do I want to take? • How am I doing in my current placement? • What am I thinking for my future in school and out of school?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Taking responsibility for one's actions. • The purpose of your planning meeting. • Who comes to the IEP meeting? • The importance of following through. • Expressing self with feelings and words. • Asking for help with Activities. • Asking for Assistance. • Asking for modifications. • Contributing to your IEP goals and objectives. • Meeting participation. • Speak or don't speak? • Listening when others talk. 	<p><u>Skills(Objectives)</u></p> <ul style="list-style-type: none"> • Identify current strengths and challenges and discuss them at a planning meeting. • Plan what to say at an IEP meeting • Apply parts of the IEP to educational programs. • Ask for modifications. • Identify parts of an IEP and create own statements to contribute to goals and objectives, needs, and strengths. • Reflect on present levels of performance. • Implement positive communication methods.
<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"> • Design a plan for what to say at a planning or IEP meeting. <p><u>Performance Task 2</u></p> <ul style="list-style-type: none"> • Role play an IEP meeting OR attend and actively participate in an IEP meeting. 	<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. • AFLS.
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Self- Advocacy</u></p> <ul style="list-style-type: none"> • Students will state the purpose of an IEP meeting. • Students will list people invited to the IEP meeting. 	<p><u>Resources:</u></p> <p>Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories</p>

Life Skills/Financial Literacy K/M

<ul style="list-style-type: none">Students will make requests for modifications and accommodations.Students will request an IEP goal be implemented.Students will participate in a planning meeting or IEP meeting.Reflect on past IEP meetings; did you attend, who was there, what did they talk about, did you prepare, did you speak, do you know your IEP goals and objectives, do you know your modifications? <p><u>Self- awareness</u></p> <ul style="list-style-type: none">Students will state how they are doing in their current placement and classes.Students will plan for their future based on their strengths, needs, and goals.Students will practice listening skills, such as eye contact and taking turns.Students will assess when it is time to speak and time to listen based on being aware of their surroundings.Write your own present levels of performance; what are your interests, favorite classes, future plans, strengths, skills, what do people say about you, accomplishments, what classes are hard and why, what challenges are you facing, what do you need to be successful? <p><u>Communicating with others:</u></p> <ul style="list-style-type: none">Students will explore different scenarios and role play positive communication.Students will create a demonstration on their goals, strengths, needs, and ways they communicate to staff.Students will design a plan for asking for assistance.Students will design a plan for participating in the IEP or other planning meeting.Students will demonstrate positive verbal and nonverbal communication.	<p>AFLS</p> <p>Attainment's Pre-Ets Pre- employment transition solution</p> <p>5:Focus on Self Advocacy</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> <ul style="list-style-type: none">GLSEN Educator ResourcesSupporting LGBTQIA Youth Resource ListRespect Ability: Fighting Stigmas, Advancing Opportunities		
<p><u>Differentiation</u></p> <p>*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.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

Life Skills/Financial Literacy K/M

<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>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> <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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Unit 2 Title: Independent Living Skills: Health and 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.

Life Skills/Financial Literacy K/M

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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate

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.

- D. 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.
- E. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- F. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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).

Life Skills/Financial Literacy K/M

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.



RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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.



SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

NJCSS - Health and Wellness

2.1 A. Personal health and development- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

2.1 B Nutrition- Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

2.2 B Integrated skills- Decision making and goal setting- Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.Cl.3	Investigate new challenges and opportunities	Innovative ideas or innovation can

Life Skills/Financial Literacy K/M

	for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	lead to career opportunities.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> It is important to pay attention and to understand personal health. Managing physical and mental health is equally important. It is important to practice personal hygiene as a part of being healthy. It is important to read the labels on medicine bottles and follow directions about taking medicine. Distinguish between the need to go to the doctor, stay home and rest, or an emergency. Develop a plan for if there is an emergency. Communicate effectively with nurses and doctors. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Why is it important to stay healthy? What does being healthy mean to you? What ways can we take care of mental health? How can we stay safe in an emergency? When do we need to go to the doctor and when do we need the emergency room? What is the plan in case of an emergency? How can you effectively communicate with nurses and doctors?
<u>Content:</u> Reading labels to stay safe and healthy. <ul style="list-style-type: none"> Staying clean to stay healthy. Going to health care professionals. Emergency Situations. 		<u>Skills(Objectives):</u> Identify types of health and which professionals to see when needed. <ul style="list-style-type: none"> Identify ways we keep clean and healthy. Read medicine labels. Demonstrate the correct way to take medicine. Demonstrate appropriate ways to communicate with health professionals. Develop safety rules. Investigate how to use a fire extinguisher. Demonstrate proper use of appliances. Explore how to implement safety measures in the home.
<u>Interdisciplinary Connections:</u> Students will learn to apply the principles and health and fitness to their everyday life and lifelong development.		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> <u>Performance task 1</u> <ul style="list-style-type: none"> Create a flier for a health; include nutrition guidelines, fitness, and content vocabulary. <u>Performance task 2</u> <ul style="list-style-type: none"> Put together an emergency plan; include meeting places, emergency contacts, and location of first aid supplies. <u>Performance task 3</u> <ul style="list-style-type: none"> Role play calling the doctor office to make an appointment 		<u>Other Evidence:</u> <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. AFLS.
Stage 3: Learning Plan		

Life Skills/Financial Literacy K/M

<u>Learning Opportunities/Strategies:</u>		<u>Resources:</u>	
<u>Health</u> <ul style="list-style-type: none">● Students will make a food pyramid.● Students will plan a healthy meal.● Students will read about and view information in the following health topics:<ul style="list-style-type: none">○ Healthy eating guidelines.○ Understanding the Nature of Illness.○ Performing Basic First Aid.○ How to wait in the waiting room.○ Going to the pharmacy.○ Medicine Cabinet Safety.● Students will read about and view information on the following personal care topics:<ul style="list-style-type: none">○ Shaving with a razor.○ Caring for nails.○ Going to the dentist.○ Eye safety- going optometrist.		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 IEP Resources Life Skills Academics Health Making healthy choices in Everyday Life Attainments Reading Safety Signs Attainment;s Personal Success Software Safety Skills Reader Supporting Healthy Lifestyles GLSEN Educator Resources 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	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges.	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/Financial Literacy K/M

designed around their strengths and weaknesses so that they can assist and challenge each other.	that they can assist and challenge each other.	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: Consumer Knowledge

Stage 1: Desired Results

Standards & Indicators:

9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).

9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.

9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance)

9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals

9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.

M.EE.N.Q.1–3. Define appropriate quantities for the purpose of descriptive modeling.

Life Skills/Financial Literacy K/M

M.EE.N.CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed.

M.EE.S.ID.3. Interpret general trends on a graph or chart

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

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).

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	A budget may need to be modified as an individual’s career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Practice making smart shopping decisions. Distinguish between a want and a need. Understand the importance of having a bank account and know what is needed to have one. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> How to make educated consumer decisions? How to distinguish between wants and needs? How do I make decisions to support my personal finances? Why is math important to my financial planning? Why do I pay taxes?

Life Skills/Financial Literacy K/M

<ul style="list-style-type: none"> Understand the function of a bank, including loans and interest. Understand the components of a wage or salary, including taxes. Identify the purpose of taxes. Identify the need to pay bills as a component of independent living. Demonstrate proficient basic math skills and identify how to use a calculator when earning money and making purchases. 	<ul style="list-style-type: none"> How do I pay bills? What can happen if I don't pay my bills? What are ways I can be a smart shopper? Why should I put money in the bank? What type of bank account should I have? How do I open a bank account?
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<p><u>Content:</u></p> <p>Banking.</p> <ul style="list-style-type: none"> Applying for loans. Taxes. Paying bills. Smart Shopping. Wants and needs. Essential math skills. 	<p><u>Skills(Objectives):</u></p> <p>List types of bank accounts and their importance.</p> <ul style="list-style-type: none"> Identify positives and negatives of loans. Define interest as it pertains to finances. List what taxes are used for and who pays taxes. View an example tax form. Discriminating between wants and needs. Creating shopping lists and use strategies for saving money such as coupons. Identify wants vs. needs. Understand math processes to calculate budget. Identify some bills you may have when living independently.
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<p><u>Interdisciplinary Connections:</u></p> <p>Students will apply mathematical skills to real life applications including: Shopping, budgeting, savings.</p>

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p><u>Performance Task 1:</u></p> <ul style="list-style-type: none"> CBI to approved location to use money/card and register to pay for items. Stay within a budget while making purchases and decisions. <p><u>Performance Task 2:</u></p> <ul style="list-style-type: none"> Students will pick a potential job they are interested in, look up the salary or wages, determine the price of their needs and wants, and decide if any wants need to be eliminated. <p><u>Performance Task 3:</u></p> <ul style="list-style-type: none"> Students will play the choices game in which the job they chose is the base for all other decisions including: housing, kids, transportation. 	<p><u>Other Evidence:</u></p> <p>Structured Observations.</p> <ul style="list-style-type: none"> Rubric. Complete supplemental worksheets, tests, and quizzes on material covered. Journals. Cooperative learning opportunities. Classwork. Homework. Projects. AFLS.
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Banking</u></p>	<p><u>Resources:</u></p> <p>IEP Parent, student, and person centered planning questionnaires</p>
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Life Skills/Financial Literacy K/M

<ul style="list-style-type: none">• Students will identify types of bank accounts.• Students will research local options for banking.• Students will understand the importance of having bank accounts and list some reasons why they will open an account.• Students will research and list what is needed to open an account.• Students will be able to use an ATM and debit card. <p><u>Applying for a loan</u></p> <ul style="list-style-type: none">• Students will read about controlling credit card levels and debt.• Students will compare interest rates based on varying credit scores.• Students will list positives and negatives about credit and loans.• Students will define interest and principle. <p><u>Collecting Tax information and filing taxes</u></p> <ul style="list-style-type: none">• Students will identify types of Taxes.• Students will read a tax table. <p><u>Bill paying</u></p> <ul style="list-style-type: none">• Students will identify what utilities are and the importance of paying Utilities.• Students will research ways to pay bills (online, automatic payments, mailing a check). <p><u>Smart Shopping</u></p> <ul style="list-style-type: none">• Students will compare the prices of objects to identify sales and determine real cost vs. sale cost.• Practice reading and use coupons to save money.• Students will learn to compare prices of items.• Given different scenarios, students will create a shopping list to meet needs.• Students will learn to classify objects by department from a variety of stores. <p><u>Wants and Needs</u></p> <ul style="list-style-type: none">• Students will explore basic needs (food, clothing, shelter) etc.• Students will explore possible wants, including entertainment, games, etc..Students will sort items by wants and needs.	<p>Instructional Videos Online resources, such as EVERFI and/or Bonsai 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 Attainment's Aligning Life Skills to Academics</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>
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Life Skills/Financial Literacy K/M

Essential Math Skills <ul style="list-style-type: none">• Students will explore identifying, sorting, and counting money. Investigate how to use a calculator to count money.• Students will practice essential math skills necessary for budgeting (addition, subtraction, multiplication).• Modeling of how to make change. Simulate a shopping experience and students practice purchasing items and using the appropriate amount of money and getting change.			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments Provide study guides 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
Unit 4 Title: Community Living and Recreation: Using local Transportation			
Stage 1: Desired Results			
Standards & Indicators:			

Life Skills/Financial Literacy K/M

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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate

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.

- G. 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.
- H. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6.](#) Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.

W.WR.11–12.5. [Writing.Writing Research.11-12.4.](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden

Life Skills/Financial Literacy K/M

the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

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. 🌱

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#).Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose	Sources of information are evaluated for accuracy and relevance when considering the use of information.

Central Idea/Enduring Understanding:

- Identify public transportation routes from your home to a place of interest or importance for everyday living.
- Understand the cost associated with transportation within the town.
- Know what the accesslink is and how it can help you.
- Communicate the need for assistance with transportation.

Essential/Guiding Question:

- How can I use public transportation to get around my town?
- How do I read different schedules?
- How much does it cost to use public transportation?
- Why would I need to use public transportation?
- What kind of public transportation is available around me?
- Do I qualify for the Access Link?

Content:

- Identify how to access a bus through town.
- How to arrange a ride before you need to be somewhere.
 - How to read the Burlink schedule.

Skills(Objectives):

- Students will practice reading various public transportation schedules.
- Students will identify the benefits and types of getting around.

Life Skills/Financial Literacy K/M

<ul style="list-style-type: none">Researching the Accesslink.	<ul style="list-style-type: none">Students will compare a taxi/uber to public transportation.Students will ride the Burlink.Students will plan a route from their home to a place of importance using public transportation methods.		
<u>Interdisciplinary Connections:</u> Students will be able to apply independent living skills across settings in order to develop independence in the community environment that will last across developmental life span.			
Stage 2: Assessment Evidence			
<u>Performance Task(s):</u> <u>Performance Task 1:</u> <ul style="list-style-type: none">Travel training such as riding the Burlink or NJ transit.CBI using transportation to get to an approved location, such as going out to eat at Albas. <u>Performance Task 2:</u> <ul style="list-style-type: none">Recreate a route and schedule to get from their home address to a place of importance to them.	<u>Other Evidence:</u> Structured Observations <ul style="list-style-type: none">RubricComplete supplemental worksheets, tests, and quizzes on material coveredJournalsCooperative learning opportunitiesClassworkHomeworkProjectsAFLS		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <u>Riding the bus</u> <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 read schedules and answer questions about the schedule.Identify the cost of riding the bus locally. <u>Public Transportation</u> <ul style="list-style-type: none">Students will research ways they can get from their homes to a place of importance for them. They will map the route and create a schedule based on real time public transportation plans.Identify the cost of riding public transportation locally.	<u>Resources:</u> Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Checklist 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 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

Life Skills/Financial Literacy K/M

<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>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> <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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Unit 5 Title: Transition: Pre-vocational Skills and Leadership

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.

Life Skills/Financial Literacy K/M

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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate

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.

- J. 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.
- K. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

- D. 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.
- E. 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.
- F. 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).

Life Skills/Financial Literacy K/M

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.



RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



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.



SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> Follow one step directions. Follow multi-step directions. Sort, organize, and maintain a clean work area. 		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?

Life Skills/Financial Literacy K/M

<ul style="list-style-type: none"> • Fulfill orders and take inventory. • Check others work as a manager. 	<ul style="list-style-type: none"> • Why is it important to practice job skills like sorting, taking inventory, and fulfilling orders? • What are leadership traits? • How can I practice being the manager and leading others?
<p><u>Content:</u></p> <p>Following directions.</p> <ul style="list-style-type: none"> • Task completion. • Developing a positive work attitude. • Demonstrating responsibility at work. • Understanding leadership traits. • Demonstrate leadership in the classroom 	<p><u>Skills(Objectives):</u></p> <p>Students will use Kits to practice sorting, organizing, following directions, and maintaining a clean work area.</p> <ul style="list-style-type: none"> • Students will identify what is responsible behavior at work. • Students will list ways to react positively in the work environment. • Students will take turns leading the class. • Students will take turns being the manager and checking kits and work stations.
<p><u>Interdisciplinary Connections:</u></p> <p>Students will be able to apply independent living skills across settings in order to develop independence in the community environment that will last across developmental life span.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p><u>Performance Task:</u></p> <ul style="list-style-type: none"> • Completion of Kits <p><u>Performance Task</u></p> <ul style="list-style-type: none"> • Role play as a manager to review work performance 	<p><u>Other Evidence:</u></p> <p>Structured Observations.</p> <ul style="list-style-type: none"> • Rubric. • Complete supplemental worksheets, tests, and quizzes on material covered. • Journals. • Cooperative learning opportunities. • Classwork. • Homework. • Projects. • AFLS.
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Pre-vocational skills</u></p> <ul style="list-style-type: none"> • Students will identify when a task is complete. • Before you start a task, what do you need? • When given different situations, students will give a negative reaction and positive reaction. • Students will identify responsible actions at school and in the workplace. <p><u>Kits</u></p> <ul style="list-style-type: none"> • Students will simulate the role of a manager. • 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. 	<p><u>Resources:</u></p> <p>Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Checklist 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>

Life Skills/Financial Literacy K/M

<ul style="list-style-type: none">○ completing inventory.○ sorting and organizing. <p><u>Being a leader</u></p> <ul style="list-style-type: none">● Students will take turns leading in the classroom.● Students will list traits of a leader in the workplace and compare it to traits of a leader in school. <p><u>Preparing for SLE</u></p> <ul style="list-style-type: none">● Students will explore the options available in the SLE and Co-op program at the high school and select and identify goals.	<p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>		
<p><u>Differentiation</u></p> <p>*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</p>			
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>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> <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>

Life Skills/Financial Literacy K/M

Pacing Guide

Course Name	Resource	Standards
Life Skills II /Financial Literacy		
Unit 1 Social Skills: Self- advocacy and awareness Days: 8	Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Checklist 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 AFLS End of Unit Assessment:	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 EE.W.11-12.2.c RI.MF.11-12.6. W.WR.11-12.5. SL.PE.11-12.1. RI.CT.9-10.8 W.RW.9-10.7. SL.PE.9-10.1. SL.UM.9-10.5.
MP 1		
Unit 2 Independent Living Skills: Health and Safety Days: 20	Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Checklist 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	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.

Life Skills/Financial Literacy K/M

	<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>AFLS</p> <p>End of Unit Assessment: Role Play; AFLS grid</p>	<p>SL.PE.9–10.1.</p> <p>SL.UM.9–10.5.</p> <p>EE.W.11-12.2.c</p> <p>RI.MF.11–12.6.</p> <p>W.WR.11–12.5.</p> <p>SL.PE.11–12.1.</p>
MP 1-2		
<p>Unit 3</p> <p>Independent Living Skills: Consumer Knowledge</p> <p>Days: 45</p>	<p>Parent Questionnaire</p> <p>Everfi/Bonsai</p> <p>Instructional Videos</p> <p>Teacher developed worksheets</p> <p>Journals</p> <p>Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom)</p> <p>Social Stories</p> <p>CBI Checklist</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>9.3.12.FN.2</p> <p>9.1.12.CDM.1</p> <p>9.1.12.CDM.6</p> <p>9.1.12.CP.1</p> <p>9.1.12.EG.6</p> <p>9.1.12.FI.4</p> <p>9.1.12.PB.3</p> <p>9.1.12.PB.6</p> <p>9.1.12.RM.3</p> <p>M.EE.N.Q.1–3</p> <p>M.EE.N.CN.2.b</p> <p>M.EE.S.ID.3</p> <p>ELA.EE.RL.9-10.4</p> <p>ELA.EE.SL.9-10.5</p>

Life Skills/Financial Literacy K/M

	<p>Attainment's Exploring Social Skills Attainment's Life Skills Stories AFLS</p> <p>End of Unit Assessment: Role Play; AFLS grid</p>	<p>L.VL.9–10.3. SL.PE.9–10.1.</p>
MP 1-2		
<p>Unit 4:</p> <p>Community Living and Recreation: Using local Transportation</p> <p>Days: 7</p>	<p>Parent Questionnaire Instructional Videos Teacher developed worksheets Journals Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom) Social Stories CBI Checklist 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 AFLS</p> <p>End of Unit Assessment: Role Play; AFLS grid</p>	<p>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. EE.W.11-12.2.c RI.MF.11–12.6. W.WR.11–12.5. SL.PE.11–12.1.</p>

Life Skills/Financial Literacy K/M

MP 2		
<p>Unit 5</p> <p>Transition: Pre-vocational Skills and Leadership</p> <p>Days: 10</p>	<p>Parent Questionnaire</p> <p>Instructional Videos</p> <p>Teacher developed worksheets</p> <p>Journals</p> <p>Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube, loom)</p> <p>Social Stories</p> <p>CBI Checklist</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>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>W.RW.9-10.7.</p> <p>SL.PE.9-10.1.</p> <p>SL.UM.9-10.5.</p> <p>EE.W.11-12.2.c</p> <p>RI.MF.11-12.6.</p> <p>W.WR.11-12.5.</p> <p>SL.PE.11-12.1.</p>