



Pemberton Township Schools

Curriculum Guide

Subject: Transition Program

Course: Daily Living Skills

Grade Level(s): 18-21 Transition Program

Written By: Emily O'Brien/Merri Hirsh

Date: 10/13/21

Course Description: The Transition Program provides a functional and vocational focus on the acquisition of skills necessary for increased independence in the home, community and employment. Program is designed to offer direct instruction to assist students in gaining the skills necessary for independence at home, in the workplace, and in the community.

This course is designed to review skills that will support a learner to handle a wide range of common household situations and those that are encountered through various experiences in the community. It is highly individualized depending on the specific needs of the learner. In order to live independently, one must be aware of many situations that may be encountered. This course will provide the skills and knowledge to be able to respond safely and appropriately to various problems and situations that cannot always be identified in advance. Topics covered will include home maintenance and safety, community participation and transportation, personal management, problem solving, and relationships.

Reviewed by: Kimberly Brucale

Supervisor

Approved by: 

Chief Academic Officer

Approved by: 

Assistant Superintendent

Board of Education Approval: APPROVED NOV 18 2021

Independent Living Skills

Unit 1 Title: In the Home		
Stage 1: Desired Results		
Standards & Indicators: <u>AFLS - Independent Living Skills Protocol</u> <u>AFLS - Basic Living Skills Protocol</u> <u>AFLS - Community Participation Skills Protocol</u>		
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.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Explore ways to be better prepared to live as independently as possible either alone or in a shared residence 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What tasks will I need to complete independently on a daily basis to maintain a household? How can I keep my home organized, comfortable, safe, and clean? What skills do I need to fix minor household repairs? What is expected of me to create a small meal? How do I keep my laundry clean and organized? How do I safely utilize and maintain household appliances? How do I handle emergency situations in the home? What is the best way to conserve energy in the home? What are my preferred leisure activities?
<u>Content:</u> AFLS Grid <ul style="list-style-type: none"> Kits Guided instruction and independent practice 		<u>Skills(Objectives):</u> Know when and how to clean items in residence (counters, sinks, floors, carpets) <ul style="list-style-type: none"> Safely clean items in kitchen (toaster, refrigerator, dishes) Safely clean items in bathroom (bathtub, sink, toilet, mirror) safely clean items in bedroom (bedding, clothing, dresser) safely clean items in living room (dusting surfaces, cleaning windows) Know how to clean up spilled items and liquids Maintain a comfortable temperature and conserve resources in residence (open/close windows and doors, use blinds) Hang pictures Assemble new product following step by step instructions Know how to use a variety of tools (hammer, screwdriver, pliers, wrenches, flashlight) Change batteries in various items Identify who to contact when repairs are needed

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	<ul style="list-style-type: none"> • State importance of not using higher wattage light bulbs than specified • Use measuring cups and spoons to measure ingredients • Use knives, food choppers, and graters to cut food. • Safely use a variety of appliances (toaster, oven, microwave, blender) • Safely cook on stove • Safely bake in oven • Plan healthy meals • Review existing food supplies and prepare shopping list • Properly store and handle food items (eggs, seafood, meat) • Identify foods that have been spoiled and need to be discarded • Use a variety of cooking methods to prepare food items (frying, steaming, boiling, baking) and to determine when food items are thoroughly cooked. • Launder clothing, towels, and bedding on regular basis • Acquire critical safety related skills such as identify sharp items and poisonous substances • Know whom to contact for assistance with a variety of problem • Know how to avoid starting a fire when using a stove and other heat producing items (electrical devices) and know how to react appropriately in case of an actual fire • Completes art projects • Uses computer to surf internet, watch YouTube, or play online games • Participated in interactive indoor leisure activities • Participates in structured group activities • Engages in special interests or hobby
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Interdisciplinary Connections:

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

Performance Tasks:

Empty trash cans as needed

- Clean entire table/counter surface with a damp cloth or sponge, rinsing as necessary
- Dust objects and surfaces
- Clean up spill
- Maintain clean floor surface by sweeping, mopping, or vacuuming as needed
- Maintain and straighten items such as to maintain a tidy household
- Remove, wash, and replace sheets and pillow cases

Other Evidence:

- AFLS Grids
- Kit completion
- Demonstration of mastery of tasks

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- Keep dirty clothes in the hamper, place clean clothes on hangers and/or in drawers
- Clean shelves and drawers in refrigerator
- Inspect food items and discard spoiled and expired items
- Engage in all tasks necessary to maintain a clean kitchen
- Remove, wash, and replace towels
- Clean windows and mirrors
- Follow cleaning schedule
- Maintain comfortable temperature in residence
- Select appropriate type and size of a screwdriver for specific screw, and remove, insert, and tighten a screw
- Hammer a nail into wood and remove a nail from wood
- Will grasp and squeeze objects with pliers
- Demonstrate appropriate use of extension cords
- Connect to Wi-Fi network
- Replace batteries
- Maintain a charged flashlight, locate and operate when needed
- Safely replace light bulbs
- State importance of not using higher wattage light bulbs than specified
- Refill soap dispensers
- Use plunger
- Locate and turn off water valves to faucets and toilets
- Identify what a beeping smoke detector means and replace batteries
- Measure solid and liquid volumes
- Open a jar and try different strategies when jar is difficult to open
- Use kitchen tongs to serve self salads or other food items
- Use a food chopper to dice vegetables
- Slice, grate, and shred cheese
- Get an appropriate amount of spreadable food and use a butter knife to spread on bread
- Use colander to drain food items
- Safely use toaster to toast bread, bagels, and other items
- Safely use a microwave to thaw, warm, and heat foods
- Use a blender
- Check temperature of plates and pans prior to trying to move them
- Place dishes into and remove dishes from

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oven

- Safely use and control temperature on stove
- Remove frozen food items from freezer and thaw in an appropriate location
- Place leftover food items in bowls and cover with plastic wrap/lid
- Identify food items that need to be refrigerated or frozen
- Identify and discard spoiled refrigerated foods and liquids based on smell or appearance, and items that are beyond their expiration dates
- Handle eggs, meat, seafood products such as to avoid spreading bacteria
- Determine when food is fully cooked
- Use at least 6 different methods to cook food
- Use a crockpot to prepare a meal
- Use boxed prepared cake or muffin mixes to prepare and bake
- Prepare balanced menu and meal
- Identify common household objects that could result in a person being cut and describe precautions that must be taken to safely handle them
- Identify poisonous or dangerous household products and describe precautions that must be taken to safely handle them
- Keep home safe (lock doors, close the blinds, check before opening the door)
- Unplug head producing items, keep electrical items away from water, not overload electrical circuits
- While cooking be aware of flames, hot coils, take appropriate steps to prevent being burned and having clothing or other items catch on fire
- Safely determine if a stove top is hot and what to avoid placing on stovetop
- Safely move hot pot and pans, safely pour hot water out of the pot to drain
- Identify and demonstrate appropriate steps to take if a fire occurs
- Operate phone to call appropriate source of help
- Identify who should be called for assistance in at least 5 types of dangerous or emergency situations
- Select art supplies and draw, paint, color pictures, or create picture or scrapbooks
- Operate a computer to locate preferred

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websites, play games, and watch videos <ul style="list-style-type: none"> Select and engage in indoor leisure activities Follow directions to engage in or attempt to perform actions with the group Actively engage in a focused activity of a special interest or hobby 	
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> Guided instruction 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 	<u>Resources:</u> <ul style="list-style-type: none"> IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits AFLS Independent Living Skills Assessment Protocol <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
<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</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</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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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.	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 2 Title: Community Participation and Transportation

Stage 1: Desired Results

Standards & Indicators:

AFLS - Independent Living Skills Protocol

AFLS - Basic Living Skills Protocol

AFLS - Community Participation Skills Protocol

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:

- Explore means of travel in the community and other community resources

Essential/Guiding Question:

- Which is the best form of travel to get to my designated location?
- How much money would be needed to travel?
- How do I find the best resources for my needs in the community?
- What skills do I need to make the best purchase for my personal needs?
- How do I know that I am getting the best deal?
- Where is the best place to locate coupons for purchases?
- When do I pay with cash vs a credit card?

Content:

- AFLS Grid
- Kits
- Guided instruction and independent practice

Skills (Objectives):

- Know how to buy tickets or passes for various types of public transportation
- Identify and know how to utilize alternative modes of travel when needed (uber, lyft)

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	<ul style="list-style-type: none"> • Identify where to get on and off public transportation • Identify various types of road signs • Identify agents who can assist with travel issues • Determine when stores/community resources are open • Use a map to plan the best way to get somewhere • Purchase food, clothing, and other items. • Use sales advertisements, coupons to assist in making purchases • Select items based on overall value not just cheapest • Pay for items at a checkout counter • Return unwanted items • Be aware of and avoid unsafe situations when traveling in the community and know how to respond to strangers
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Interdisciplinary Connections:

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>Other Evidence:</u>
<ul style="list-style-type: none"> • Use a schedule to plan arrival at a destination by a certain time • Identify bus or train number associated with specific transportation route • Buy transportation tickets and passes • Pay to use public transportation • Sit in appropriate seat • Secure rides using alternative forms of transportation • Describe what to do if involved in an accident • Comply with instructions from drivers • Determine where to use restroom, if restroom is occupied • Engage in socially appropriate interactions with other passengers when traveling • State at least 6 places where specific services or items are obtained (i.e. Doctor, groceries, Dentist, movies) • State general location of at least 5 stores, schools, hospitals, malls, or other points of interest in the community. • Locate phone numbers for community resources • Determine the hours of operation for points of interest • Locate street, intersections, legend symbols, and time and distance according to a map and use this information in plan • Locate major locations and streets and plot course of travel to specific destinations • Estimate arrival times 	<ul style="list-style-type: none"> • AFLS Grids • Kit completion • Demonstration of mastery of tasks

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<ul style="list-style-type: none"> • Secure transportation for an outing • Locate and describe the functions of emergency buttons found on escalators, moving walkways, elevators, etc • Make general shopping list • Review sales advertisements to obtain lower prices on items • Purchase items on a shopping list • Select appropriate amount of items to buy based on need • Make reasonable product choice based on cost or value • Calculate approximate running total cost of goods to be purchased • Seek assistance from sales personnel as needed and identify when such individuals are attempting to pressure learner to buy items • Describe concept of purchasing with credit requires payment at a later date • Make a purchase with a credit or debit card • Use coupons, discount/reward cards to obtain discounted prices • Use gift card to make purchase • Position self in check out to make purchases • Use self-checkout lanes • State how much change is expected from transaction • Save receipts for major purchases and for other purchases until it is determined that items will not need to be returned to a store • Will return faulty or incorrect products for refund or exchange • Monitor area for safety (ie moving vehicles) • Identify situations in the community that may not be safe, and avoid putting self in jeopardy • Provide personal information to appropriate people • Maintain a contact list with 2 emergency contact individuals • Approach a person and describe the details of a problem for which assistance is required • Adjust behavior accordingly when situations change 	
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u>	<u>Resources:</u>

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<ul style="list-style-type: none"> • Guided instruction • 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 • Think Pair Share • Formative assessment • Student self-assessment 	<ul style="list-style-type: none"> • IEP • EverFi • Instructional Videos • Online resources • Teacher developed worksheets • Journals • Online Classroom (Google Classroom) • Prevocational Kits • AFLS Independent Living Skills Assessment Protocol <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

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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,</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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	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.		
Unit 3 Title: Personal Management, Problem Solving, and Relationships			
Stage 1: Desired Results			
Standards & Indicators: <u>AFLS - Independent Living Skills Protocol</u> <u>AFLS - Basic Living Skills Protocol</u> <u>AFLS - Community Participation Skills Protocol</u>			
Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations		
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	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>Content:</u> <ul style="list-style-type: none"> • AFLS Grid • Kits • Guided instruction and practice 		<u>Skills(Objectives):</u> <p>Develop a workable budget</p> <ul style="list-style-type: none"> • Make wise decisions on what to and what not to buy by considering current funds and upcoming expenses • Use the services of banks (ATM, savings, checking) • Keep track of when bills need to be paid and ensure timely payment • Differentiate between important mail and junk mail • Identify own strengths and weakness • Remain in control of emotions • Identify motivation and intention of others to avoid being taken advantage of or misled • Know whom to listen to and whom to ask for advice • Know when and how to advocate and "stand up" for oneself in an appropriate manner • Resolve problem situation related to interactions with others (negotiate, apologize, walk away) • Define the problem and decide if issue needs to be dealt with immediately or can be dealt with at a later time • Consider possible solutions • Systematically take action to correct the problem • Utilize basic social interaction skills (greeting, introducing self and others) • Start, maintain, and end conversations appropriately • Learn how to identify and deal with misunderstandings 	

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	<ul style="list-style-type: none"> • Understand the distinctions between, and the expectations of others with regards to friendships, dating, and marriage. • Understand and respect boundaries • Learn about issues and how to avoid situations and interactions (including on-line) interactions that may result in exploitation.
<p><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.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Describe relationship between working to earn income, balancing expenses with income, debt • Know when tips are appropriate, correct amount to tip • Develop a monthly and weekly budget that provides for all major needs • Manage the flow of incoming funds in conservation of purchase and the payment of bills • Demonstrate responsible spending within a budget • Pay bills by the due date • Identify and utilize appropriate banking services • Explain how credit cards work and the consequences of not paying the entire balance • Explain obligations to pay for memberships, subscriptions, and contracted services • File income tax • Identify why insurance is necessary and how to keep policies current • Remain calm when problematic situations can not be resolved quickly • Complete non preferred tasks without complaining • Evaluate outcome of own performance • Show concern for the well being of others • State personal strengths and limitations • Exhibit appropriate emotional reactions to unexpected outcomes • Wait patiently for a reasonable amount of time • Identify own fears, anxieties and take appropriate measures to remain calm • Address concerns regarding the actions of others appropriately 	<p><u>Other Evidence:</u></p> <p>AFLS Grids</p> <ul style="list-style-type: none"> • Kit completion • Demonstration of mastery of tasks • IEP • EverFi • Instructional Videos • Online resources • Teacher developed worksheets • Journals • Online Classroom (Google Classroom) • Prevocational Kits • AFLS Independent Living Skills Assessment Protocol

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| <ul style="list-style-type: none">• Identify and refrain from responding to emails that contain suspicious requests for learner to provide information• Refrain from opening attachments or clicking on embedded links that have not been confirmed safe• Demonstrate reasonable flexibility with stated rules• Identify who can be asked for advice about personal and interpersonal issues, work related issues, and who to ask for specific information in multiple settings• Respect the rights of others• Appropriately ask other to clarify what is being said when they do not understand• Remain calm when minor issues arise• State potential reactions of others based on one's own actions• Respond in a calm manner when provided with suggestions and corrective feedback• Offer suggestions in a tactful manner• Accept apologies from others• Accept negotiated agreements that do not entirely meet desired outcome• Walk away or physically remove self from an individual who is being confrontative• Respond appropriately when approached or stopped by authority figures• Identify and respond appropriately when a situation requires immediate action• State at least 10 requests that would be reasonable to ask for assistance for• State who to call for help• Substitute items to complete a task• Troubleshoot problems such as water overflowing, electronic device not working, printer problem, fire)• Review banking and credit card statements for accuracy and report inaccuracies, stolen, missing items• Approach and introduce self to new people• Introduce others appropriately• Excuse self appropriately• Accepts and give compliments appropriately• Keep confidential information to self unless appropriate reason to breach confidentiality• Engage in a variety of activities with others• Demonstrate appropriate social interactions during social gatherings | |
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<ul style="list-style-type: none"> • Wait for others to complete their statements before attempting to add to conversations • Identify appropriate topics for conversation in different groups • Engage in active listening • Identify when it is time to end a conversation and politely end conversation • Refrain from criticizing or talking negatively about others • Occupy self when others are not present • Avoid people who are mean or treat in an inappropriate manner and seek assistance as needed to remedy situations • Avoid people acting in an unusual manner • Describe details, time, and event sequence for situations that occur • Invite friends to join activities • Interact regularly with a group of friends • Respond appropriately to peers • Respond appropriately when attracted to another • State difference between a friendship and a romantic relationship • State expectations associated with a romantic relationship 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Guided instruction • 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 • Think Pair Share • Formative assessment • Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • IEP • EverFi • Instructional Videos • Online resources • Teacher developed worksheets • Journals • Online Classroom (Google Classroom) • Prevocational Kits • AFLS Independent Living Skills Assessment Protocol <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.

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).	Course packet with individualized materials. An adaptive assessment that gets	Varying sets of reading social stories to focus on specific behaviors (either	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

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<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>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>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>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
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Pacing Guide

Course Name Daily Living Skills	Resources/Materials	Standards
MP 1-2		
UNIT 1 - In the Home (60 Days)	AFLS IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol AFLS - Basic Living Skills Protocol AFLS - Community Participation Skills Protocol
MP 2-3		
UNIT 2 - Community Participation and Transportation (60 Days)	AFLS IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol AFLS - Basic Living Skills Protocol AFLS - Community Participation Skills Protocol
MP 3-4		
UNIT 3 - Self-management, Problem Solving, and Relationships (60 Days)	AFLS IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Independent Living Skills Protocol AFLS - Basic Living Skills Protocol AFLS - Community Participation Skills Protocol