

# **Life Skills Lab (SCMD) SYLLABUS**

## **Course Overview:**

Life Skills Lab (SCMD) is designed specifically for a small number of students within the Black Horse Pike Regional School District. The course of study was developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Core Curriculum Content Standards for Students with Severe Disabilities coupled with a strong emphasis on the life skills component. The ultimate goal for each student in the Life Skills Lab class is the successful application of independent living skills and work skills in his or her community. This course is designed so have students participate in activities that teach the skills necessary for daily life in school, at home, and in the community. Topics include: social interactions, social boundaries, nutrition, shopping, cooking, communication, dining, cleaning, organization, manners, hygiene, and safety. This class is a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands on that foster independence.

## **Course Expectations and Skills**

- Students are required to participate in both small and large group discussions and activities, as directed.
- Students are expected to be active learners.
- Learn by doing, not just watching.
- Learn by both listening and talking. Students will learn as much from classmates' questions, answers, ideas, and mistakes as from their own.
- Expect that there will be concepts that are not grasped immediately. Learn to be persistent in thinking and problem solving.
- Seek help from your teacher, classmates, or aides

## **Materials:**

The classroom provided for this course includes a washer, dryer, stove, microwave, sink, dishwasher, food prep stations.

## **Resources**

|                         |  |
|-------------------------|--|
| Text Book:              | None   |
| Supplemental Materials: | Circles 1993: Intimacy and Relationships (James Stanfield Publishing Company), Look 'n Cook Cooking (Attainment's Company Inc.), PeopleSmart 1997: Basic Friendship Skills |

(James Stanfield Publishing Company), Explore Social Skills (Attainment's Company Inc.), First Impressions Can Make the Difference (James Stanfield Publishing Company), Community Success (Attainment's Company Inc.), and other supplementary materials based on student's needs.

### **Grading Scale**

40% Classwork

40% Participation

20% Assessments and Projects

### **Course Content Outline broken up by marking period**

*\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below AND/OR will be more advanced than others and may start at a different point within the units below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.*

The units for this course are:

- General Health and Wellness
- Communications
- Social interactions and Boundaries
- Financial Literacy
- Safety
- Cleaning and Organization
- Cooking and Eating

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup>  
CENTURY GLOBAL SKILLS

**Course Name: Life Skills Lab: (SCMD)**

**Course Number: 157900**

## **PART I: UNIT RATIONALE**

### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

|   |  |
|---|--|
| <b>Course/Unit Title:</b><br>[ General Health and Wellness ]  | <b>Unit Summary:</b><br>[ This unit focuses on individual wellness where students will have the opportunity to practice positive health behaviors that foster independence. Students will develop self-management skills that will allow them to take charge of their health by making conscious decisions to be healthy. By the end of the unit, students will know that making positive health practices part of their daily routine contributes to their physical, mental, social and emotional healthy life. ] |
| <b>Grade Level(s):</b><br>[ 9-12 ]  |  |
| <b>Essential Question(s):</b><br>-What is personal hygiene?<br>-Why do I always need to wash my hands?<br>-When do I need to wash my hands?<br>-What makes a food healthy?<br>-Why is eating healthy important?<br>- What is having good personal hygiene a good prevention of?<br>-How can I better my hygiene so that it doesn't affect my personal life? | <b>Enduring Understanding(s):</b><br>[ Students will be able to: <ul style="list-style-type: none"> <li>• demonstrate the importance of washing hands</li> <li>• demonstrate the importance of using a tissue</li> <li>• understand FDA approved nutritional menus</li> <li>• eat nutritionally</li> <li>• maintain their hygiene ] </li></ul>   |

## **PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

### **DESCRIBE THE LEARNING TARGETS.**

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

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## Learning Target

1. [ **Demonstrate step-by-step knowledge of essential hygiene practices that promote social approval and health (i.e., showering, using deodorant, wearing clean clothes, good dental hygiene).**

*[Enduring Understand] Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings. ]*

2. [ **Explain why it is important to wash your hands and use a tissue and how to properly do so.**

*[Standard] Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.*

*[Enduring Understand] Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors. ]*

3. [ **Compare between healthy and unhealthy food choices and explain why is is important to eat healthy.**

*[Standard] Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.*

*[Enduring Understand] Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.*

*[Essential Question] What makes a food healthy? ]*

## NJCCCS

1. [ HE.K-12.2.1.A.1, HE.K-12.2.2.2 ]

2. [ HE.K-12.2.1.1, HE.K-12.2.1.A.1 ]

3. [ HE.K-12.2.1.1, HE.K-12.2.1.A.1, HE.K-12.2.1.C.a ]

## Inter-Disciplinary Connections:

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

## Students will engage with the following text:

[ \*Not a text based program: We use **Attainment Company Inc.** products, **James Stanfield Company Inc.** products and other **supplementary materials** based on the student's needs. ]

## Students will write:

### [ **Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections ]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Use of technology (iPad, laptops and SMART Board)
- Step-by-step dramatizations (Videos)
- Role-playing activities
- Live action reality stories (Videos)
- Demonstrate knowledge through classroom games
- Brainstorming
- Problem solving activities

#### **Other learning experiences could include**

- Alternate lesson openers
- Warm-ups
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Independent journal writing
- Independent practice
- Differentiated instruction

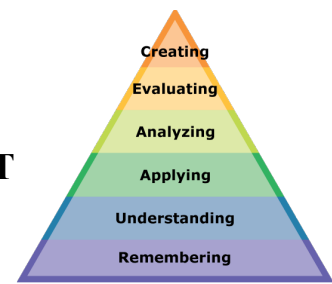
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- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
- Provide written rubric for all projects and review accordingly
- Provide samples of projects/presentations for students to use as a reference.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson. ]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for solving problems.
- Provide teacher/student review before assignments
- Oral assessment (if needed)
- Provide sentence starters (if needed)
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[ Projects, presentations and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]

## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

|  |  |
|--|--|
| <p><b>Course/Unit Title:</b><br/>[Communications]</p>  | <p><b>Unit Summary:</b><br/>[In this unit, students will familiarize themselves with basic communication skills to be able to put them into practice in life. Students will gain skills and techniques essential to effectively communicate in settings that include: interpersonal (face-to-face), small-group (face-to-face with a few), and public speaking (one to many). By the end of the unit, students will apply these skills and techniques through practical exercises that will enable students to incorporate them into their daily life.]</p>              |
| <p><b>Grade Level(s):</b><br/>[ 9-12 ]</p>   |  |
| <p><b>Essential Question(s):</b><br/>-What are my strengths/weaknesses when communicating?<br/>-How can I become a better listener?<br/>-How can I communicate so others will listen and understand my message?<br/>-How do I express my thoughts and feelings?<br/>-Why is my body language important when communicating?</p> | <p><b>Enduring Understanding(s):</b><br/>[Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate appropriate ways to communicate under every day circumstances</li> <li>• communicate effectively</li> <li>• recognize that speech is an extension of their personality</li> <li>• be active listeners</li> <li>• respond to a speaker</li> <li>• speak/present to a person</li> <li>• talk/present to a group</li> <li>• understand the importance to make eye contact when talking to an audience, person or group of people. ]</li> </ul> |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### **DESCRIBE THE LEARNING TARGETS.**

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

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## Learning Target

### **1. [ Demonstrate the ability to give directions to a place.**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.*

*[Standard Strand] Interpersonal Communications: [Essential Question] How do I best communicate? [Enduring Understanding] Effective communication skills are necessary to convey meaning and understanding to others. ]*

### **2. [ Demonstrate the ability to give instructions on how to do something.**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.*

*[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? [Enduring Understanding] Effective communication skills are necessary to convey meaning and understanding to others. ]*

### **3. [ Appropriately communicate when answering the phone, making appointments, ordering food and taking messages.**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.*

*[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? [Enduring Understanding] Effective communication skills are necessary to convey meaning and understanding to others. ]*

### **4. [ Apply effectively communication skills when speaking to a live audience.**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.*

*[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? [Enduring Understanding] Effective communication skills are necessary to convey meaning and understanding to others. [Standard Strand] Communication: [Enduring Understanding] Effective communication skills enhance a person's ability to express and defend their beliefs. ]*

## NJCCCS

1. [ HE.K-12.2.2.5, WORK.K-12.9.2.C, WORK.K-12.9.2.C.a, WORK.K-12.9.2.C.1 ]

2. [ HE.K-12.2.2.5, WORK.K-12.9.2.C, WORK.K-12.9.2.C.a, WORK.K-12.9.2.C.1 ]

3. [ HE.K-12.2.2.5, WORK.K-12.9.2.C, WORK.K-12.9.2.C.a, WORK.K-12.9.2.C.1 ]

4. [ HE.K-12.2.2.5, HE.K-12.2.2.A, HE.K-12.2.2.A.2, WORK.K-12.9.2.C, WORK.K-12.9.2.C.a, WORK.K-12.9.2.C.1 a ]

## Inter-Disciplinary Connections:

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

## Students will engage with the following text:

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## **Students will write:**

### **[ Informal:**

- short answer response
- open-ended response
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- reflections |

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
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- Brainstorming
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#### **Other learning experiences could include**

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- Warm-ups
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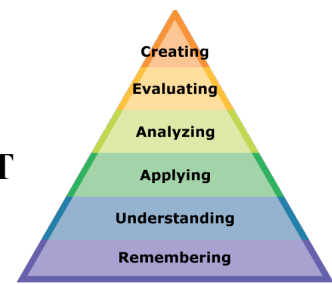
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### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
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- Review needed skills prior to lesson.]

### **Summative Assessments:**

[ "Hands-on" tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
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### **Performance Assessments:**

[ Projects, presentations and display of student work ]

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## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |  |
|---|--|
| <p><b>Course/Unit Title:</b><br/>[Social Interactions and Boundaries]</p>   | <p><b>Unit Summary:</b><br/>[In this unit, students will focus on personal development, interpersonal relationships, and communication. Students will recognize selfish relationships as well as develop mutually respectful ones. They will also discriminate different levels of intimacy and adapting their behaviors accordingly. Students will then recognize how to form relationships and maintained according to the social norms &amp; boundaries of our day and age.]</p>    |
| <p><b>Grade Level(s):</b><br/>[ 9-12 ]</p>  |  |
| <p><b>Essential Question(s):</b><br/>-What is socially correct?<br/>-How can I maintain a good relationship?<br/>-Why do we need supportive relationships in our lives?<br/>-What are the roadblocks to my personal development?<br/>-What makes a true friend?<br/>-How do I successfully relate to others?<br/>- What are ways I can meet people?<br/>-How do I make friends?</p> | <p><b>Enduring Understanding(s):</b><br/>[Students will be able to:</p> <ul style="list-style-type: none"> <li>• understand the rules of social distance</li> <li>• establish relationships</li> <li>• carry a conversation with a peer</li> <li>• respect personal space</li> <li>• distinguish between an acquaintance and real friend</li> <li>• understand how positive behaviors affect others and understand the unfortunate consequences of inappropriate behavior.]</li> </ul> |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES DESCRIBE THE LEARNING TARGETS.

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

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## Learning Target

**1. [Build a network of relationships/friendships based on respect and valuing of diversity.]**

*[Standard Strand] Relationships: [Essential Question] How do we learn to understand and respect diversity in relationship? ]*

**2. [Demonstrate the ability to carry an appropriate conversation depending on the setting and/or topic.]**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.  
[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? ]*

**3. [Recognize the rules of social distance: Discriminate different levels of intimacy and adapting their behaviors accordingly.]**

*[Standard] Demonstrate appropriate social interaction in a variety of settings.  
[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? ]*

**4. [Understand that our behavior can affect others.]**

*[Standard Strand] – Character Development: [Enduring Understanding]  
Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.  
[Standard] Demonstrate appropriate social interaction in a variety of settings.  
[Strand] Interpersonal Communications: [Essential Question] How do I best communicate? ]*

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4. [HE.K-12.2.2.D,  
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## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

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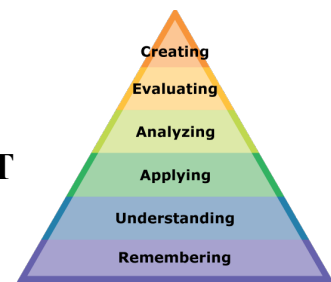
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### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

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|   |   |
|---|---|
| <p><b>Course/Unit Title:</b><br/>[Financial Literacy]</p>   | <p><b>Unit Summary:</b><br/>[In this unit, students will have the opportunity to learn more about decision-making when it relates to choices about money. They will recognize that as their decision-making skills improve their wise choices will result in better use of time, money and other resources. Furthermore, they will know the difference between wants and needs. By the end of the unit, students will apply these skills through practical exercises that will enable students to incorporate them into their daily life such as comparative shopping and budgeting.]</p> |
| <p><b>Grade Level(s):</b><br/>[ 9-12 ]</p>  |   |
| <p><b>Essential Question(s):</b><br/>-How do wants differ from needs?<br/>-Why is budgeting important?<br/>-What is the best buy for my money?<br/>-What are my choices as a shopper?<br/>-How can I better prepare myself for a grocery shopping trip?</p> | <p><b>Enduring Understanding(s):</b><br/>[Students will be able to:</p> <ul style="list-style-type: none"> <li>• recognize their wants versus their needs</li> <li>• apply comparative shopping techniques</li> <li>• gather appropriate information to make wise buying decisions</li> <li>• identify common decision-making strategies</li> <li>• demonstrate ability to prepare and maintain a personal budget</li> <li>• increase their awareness of the rewards and consequences of financial decisions]</li> </ul>  |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### DESCRIBE THE LEARNING TARGETS.

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

**\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.**

|  |  |
|--|--|
| <p><b><u>Learning Target</u></b></p> <p><b>1. [ Create a grocery list from a selected meal menu.</b><br/><i>[Standard] Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.</i><br/><i>[Standard] Make appropriate choices in the community, in the classroom and on the job. ]</i></p> | <p><b><u>NJCCCS</u></b></p> <p>1. [ AAAA.K-12.2.2, AAAA.K-12.3.2 ]</p> |
|--|--|

|   |  |
|---|--|
| <p><b>2. [ Demonstrate the ability to do comparative shopping at the grocery store.</b><br/> <i>[Standard] Apply comparison shopping skills to purchasing decisions.</i><br/> <i>[Standard] Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.</i><br/> <i>[Standard] Make appropriate choices in the community, in the classroom and on the job. ]</i></p> <p><b>3. [ Differentiate between wants and needs.</b><br/> <i>[Standard] Prioritize personal wants and needs when making purchases.</i><br/> <i>[Standard] Differentiate between financial wants and needs.</i><br/> <i>[Standard] Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.</i><br/> <i>[Standard] Make appropriate choices in the community, in the classroom and on the job. ]</i></p> <p><b>4. [ Demonstrate the ability to prepare and stick to a budget.</b><br/> <i>[Standard] Explain what a budget is and why it is important</i><br/> <i>[Standard] Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.</i><br/> <i>[Standard] Make appropriate choices in the community, in the classroom and on the job. ]</i></p> | <p>2. [WORK.K-12.9.1.4.E.2, AAAA.K-12.2.2, AAAA.K-12.3.2 ]</p> <p>3. [ WORK.K-12.9.1.8.E.4, WORK.K-12.9.1.4.B.1, AAAA.K-12.2.2, AAAA.K-12.3.2 ]</p> <p>4. [WORK.K-12.9.1.4.B.3, AAAA.K-12.2.2, AAAA.K-12.3.2 ]</p> |
|---|--|

**Inter-Disciplinary Connections:**

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

**Students will engage with the following text:**

[ \*Not a text based program: We use **Attainment Company Inc.** products, **James Stanfield Company Inc.** products and other **supplementary materials** based on the student’s needs. ]

**Students will write:**

- [ **Informal:**
- short answer response
  - open-ended response
  - daily warm ups
  - summaries
  - reflections ]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Use of technology (iPad, laptops and SMART Board)
- Step-by-step dramatizations (Videos)
- Role-playing activities
- Live action reality stories (Videos)
- Demonstrate knowledge through classroom games
- Brainstorming
- Problem solving activities

#### **Other learning experiences could include**

- Alternate lesson openers
- Warm-ups
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Independent journal writing
- Independent practice
- Differentiated instruction

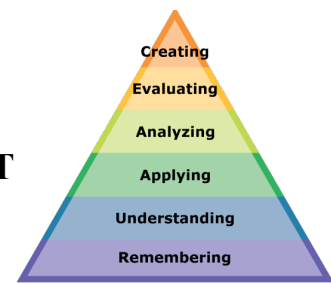
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- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

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## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
- Provide written rubric for all projects and review accordingly
- Provide samples of projects/presentations for students to use as a reference.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson. ]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for solving problems.
- Provide teacher/student review before assignments
- Oral assessment (if needed)
- Provide sentence starters (if needed)
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[ Projects, presentations and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]

## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |   |
|---|---|
| <p><b>Course/Unit Title:</b><br/>[ Safety ]</p>   | <p><b>Unit Summary:</b><br/>[ This unit provides the students with techniques to become more safe in the internet, home and kitchen. Students will learn how to prevent kitchen accidents, the basics of internet safety and how to stay safe at home. By the end of the unit, students will know that becoming aware of the environment and taking safety precautions can reduce the risk of harm to oneself and others. ]</p> |
| <p><b>Grade Level(s):</b><br/>[ 9-12 ]</p>  |   |
| <p><b>Essential Question(s):</b><br/>-What are some risks that I am taking as an internet user?<br/>-Who should and shouldn't I communicate with on social media?<br/>-How do scammers find their victims online?<br/>-What should I do when someone I do not know sends me a message via any social media outlet?<br/>-What can I do to make my home safer?<br/>-What are some potential accidents that can happen at home and in the kitchen?<br/>-Where is the fire extinguisher kept?<br/>-How should I handle unexpected situations?</p> | <p><b>Enduring Understanding(s):</b><br/>[ Students will be able to:</p> <ul style="list-style-type: none"> <li>• become aware of the potential dangers of using the internet</li> <li>• understand the dangers of social media and what precautions he or she should take to stay safe.</li> <li>• identify safety hazards in the kitchen</li> <li>• recognize the importance of general home safety ]</li> </ul>              |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### DESCRIBE THE LEARNING TARGETS.

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

**\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.**

## Learning Target

### **1. [ Recognize that the internet can be dangerous.**

*[Standard] Follow safety rules and procedures during activities, at home, at school and in the community.*

*[Standard] Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ]*

### **2. [ Recognize that social media can be dangerous.**

*[Standard] Follow safety rules and procedures during activities, at home, at school and in the community.*

*[Standard] Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ]*

### **3. [ Recognize the importance of home safety.**

*[Standard] Follow safety rules and procedures during activities, at home, at school and in the community.*

*[Standard] Demonstrate safe physical movement in school, at home, and in the community.*

*[Standard] Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ]*

### **4. [ Identify the importance of kitchen safety and the possible hazards.**

*[Standard] Follow safety rules and procedures during activities, at home, at school and in the community.*

*[Standard] Demonstrate safe physical movement in school, at home, and in the community.*

*[Standard] Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ]*

## NJCCCS

1. [ AAAA.K-12.5.1,  
HE.K-12.2.1.E.1 ]

2. [ AAAA.K-12.5.1,  
HE.K-12.2.1.E.1 ]

3. [ AAAA.K-12.5.1,  
AAAA.K-12.5.2,  
HE.K-12.2.1.E.1 ]

4. [ AAAA.K-12.5.1,  
AAAA.K-12.5.2,  
HE.K-12.2.1.E.1 ]

## Inter-Disciplinary Connections:

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

## Students will engage with the following text:

[ \*Not a text based program: We use **Attainment Company Inc.** products, **James Stanfield Company Inc.** products and other **supplementary materials** based on the student's needs. ]



**Students will write:**

[ **Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections ]

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS  
DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Use of technology (iPad, laptops and SMART Board)
- Step-by-step dramatizations (Videos)
- Role-playing activities
- Live action reality stories (Videos)
- Demonstrate knowledge through classroom games
- Brainstorming
- Problem solving activities

**Other learning experiences could include**

- Alternate lesson openers
- Warm-ups
- Think/pair/share activities
- Small group discussion
- Whole class discussion
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- Independent journal writing
- Independent practice
- Differentiated instruction

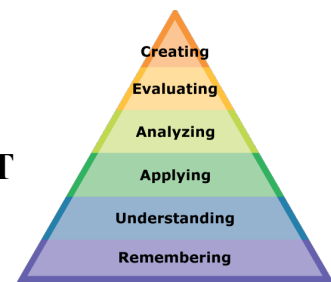
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## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- [ • Use multimedia equipment (iPads, laptops, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
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- Review needed skills prior to lesson. ]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
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### **Performance Assessments:**

[ Projects, presentations and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]

## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

|   |   |
|---|---|
| <p><b>Course/Unit Title:</b><br/>[Cleaning and Organization]</p>  | <p><b>Unit Summary:</b><br/>[ This unit provides the students with techniques to help them get organized and be able to succeed in cleaning activities that are necessary for daily living. Students will recognize through these skills that when they maintain a clean and organized living and work space they are more focused, successful, efficient, confident and have better direction. By the end of this unit, the impacts of these traits will foster a more productive student that enables them to live independently. ]</p> |
| <p><b>Grade Level(s):</b><br/>[ 9-12 ]</p>  |   |
| <p><b>Essential Question(s):</b><br/>-Why is it important to be organized/clean?<br/>-What are the possible places groceries can be placed?<br/>-Where does ___ go?<br/>-How do I properly wash dishes?<br/>-How do I wash/dry/fold my clothes?<br/>- Why do I need to make my bed every morning?<br/>-How can I keep my organized?</p> | <p><b>Enduring Understanding(s):</b><br/>[ Students will be able to:</p> <ul style="list-style-type: none"> <li>• unpack groceries and sort for proper storage into cabinets</li> <li>• wash and store dishes</li> <li>• keep a kitchen organized (cabinets, drawers, pantry, refrigerator, etc.)</li> <li>• keep a clean work area</li> <li>• do laundry (washing, drying, folding, etc.)</li> <li>• make a bed ]</li> </ul>   |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES DESCRIBE THE LEARNING TARGETS.

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

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## Learning Target

### **1. [ Bag groceries, then unpack and sort for proper storage into cabinets, refrigerator or freezer.**

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of belongings.*

*[Standard] Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. ]*

### **2. [ Demonstrate the correct way to wash and store dishes.**

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings. ]*

### **3. [ Keep kitchen organized (cabinets, drawers, pantry, refrigerator and freezer).**

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings. ]*

### **4. [ Understand the importance of a clean work area.**

*[Standard] Time Management*

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings.*

*[Standard] Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next. ]*

### **5. [ Understand and demonstrate the correct way to do laundry (usage of washer, dryer, folding clothes and putting them where they go).**

*[Standard] Time Management*

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings. ]*

### **6. [ Understand the importance of making a bed.**

*[Standard] Organization*

*[Standard] Work to complete a task alone and cooperatively with others.*

*[Standard] Demonstrate self-management skills such as personal care and care of personal belongings. ]*

## NJCCCS

1. [ WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2, AAAA.K-12.1.2.2 ]

2. [ WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2 ]

3. [ WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2 ]

4. [ WORK.9-12.9.1.12.B.4.c, WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2, SED.PK.0.2.3 ]

5. [ WORK.9-12.9.1.12.B.4.c, WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2 ]

6. [ WORK.9-12.9.1.12.B.4.d, AAAA.K-12.4.3, HE.K-12.2.2 ]

## **Inter-Disciplinary Connections:**

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

## **Students will engage with the following text:**

[ \*Not a text based program: We use **Attainment Company Inc.** products, **James Stanfield Company Inc.** products and other **supplementary materials** based on the student's needs. ]

## **Students will write:**

- [ **Informal:**
- short answer response
  - open-ended response
  - daily warm ups
  - summaries
  - reflections ]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
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- Problem solving activities

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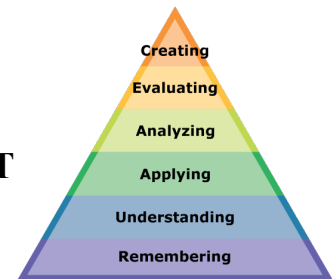
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**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
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### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for solving problems.
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- Oral assessment (if needed)
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- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[ Projects, presentations and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]



## Black Horse Pike Regional School District Curriculum

### PART I: UNIT RATIONALE

#### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|  |   |
|--|---|
| <b>Course/Unit Title:</b><br>[Cooking and Eating]  | <b>Unit Summary:</b><br>[In this unit, students will learn basic information in the areas of dining, table setting, cooking and serving food. This is a very hands-on unit where students will be given the opportunity to learn and practice daily living skills. By the end of this unit, students will become more self-sufficient and independent for daily life at home and in the community.] |
| <b>Grade Level(s):</b><br>[ 9-12 ]   |   |
| <b>Essential Question(s):</b><br>-Is there a proper way to use kitchen equipment?<br>-What is the proper restaurant etiquette?<br>-What are the basic steps to remember when following a recipe?<br>-How do I set a table?<br>-What equipment will I need to make this meal? | <b>Enduring Understanding(s):</b><br>[Students will be able to: <ul style="list-style-type: none"> <li>• plan and complete meal preparation from start to finish</li> <li>• follow a simple recipe</li> <li>• have appropriate dining manners</li> <li>• set a table ]</li> </ul>   |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

#### DESCRIBE THE LEARNING TARGETS.

After each target, identify the Core Curriculum Content Standards for Students with Severe Disabilities that are applicable.

**\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities, and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills. Therefore, not ALL students will be able to achieve or learn each target stated below. There is a balance between challenging the student and attainability. As a result, all students will be assessed and placed into the appropriate learning target below and progress accordingly.**

|   |  |
|---|--|
| <b><u>Learning Target</u></b><br><b>1. [ Demonstrate how to set a table.</b><br><i>[Standard] Evaluate the following academic and career skills as they relate to home, school, community, and employment:</i><br><i>a. Communication</i><br><i>b. Punctuality</i><br><i>c. Time management</i><br><i>d. Organization</i><br><i>e. Decision making</i><br><i>f. Goal setting</i><br><i>g. Resources allocation. ]</i> | <b><u>NJCCCS</u></b><br><b>1. [ WORK.9-12.9.1.12.B.4 ]</b> |
|---|--|

|  |   |
|--|---|
| <p><b>2. [ Demonstrate proper dining etiquette.</b><br/> <i>[Standard] Evaluate the following academic and career skills as they relate to home, school, community, and employment:</i></p> <ol style="list-style-type: none"> <li>a. <i>Communication</i></li> <li>b. <i>Punctuality</i></li> <li>c. <i>Time management</i></li> <li>d. <i>Organization</i></li> <li>e. <i>Decision making</i></li> <li>f. <i>Goal setting</i></li> <li>g. <i>Resources allocation.</i> ]</li> </ol> <p><b>3. [ Plan and complete meal preparation from start to finish.</b><br/> <i>[Standard] Evaluate the following academic and career skills as they relate to home, school, community, and employment:</i></p> <ol style="list-style-type: none"> <li>a. <i>Communication</i></li> <li>b. <i>Punctuality</i></li> <li>c. <i>Time management</i></li> <li>d. <i>Organization</i></li> <li>e. <i>Decision making</i></li> <li>f. <i>Goal setting</i></li> <li>g. <i>Resources allocation Standard] Follow safety rules and procedures during activities, at home, at school and in the community.</i><br/> <i>[Standard] Practice the safe use of tools and equipment.</i> ]</li> </ol> | <p><b>2. [ WORK.9-12.9.1.12.B.4 ]</b></p> <p><b>3. [ WORK.9-12.9.1.12.B.4, WORK.9-12.9.2.12.F.4 ]</b></p> |
|--|---|

**Inter-Disciplinary Connections:**

[ Encompasses public speaking, technology, consumer, family and life skills, active listening, listening comprehension, interpersonal communication, and real-world problem solving ]

**Students will engage with the following text:**

[ \*Not a text based program: We use **Attainment Company Inc.** products, **James Stanfield Company Inc.** products and other **supplementary materials** based on the student’s needs. ]

**Students will write:**

- [ **Informal:**
- short answer response
  - open-ended response
  - daily warm ups
  - summaries
  - reflections ]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Use of technology (iPad, laptops and SMART Board)
- Step-by-step dramatizations (Videos)
- Role-playing activities
- Live action reality stories (Videos)
- Demonstrate knowledge through classroom games
- Brainstorming
- Problem solving activities

#### **Other learning experiences could include**

- Alternate lesson openers
- Warm-ups
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Independent journal writing
- Independent practice
- Differentiated instruction

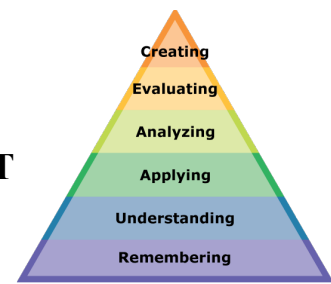
**\*\*\* This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Core Curriculum Content Standards for Students with Severe Disabilities coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:**

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, individual conferences, exit tickets and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Guided questions provided before, during and/or after video presentations to ensure the comprehension of the main ideas.
- Provide written rubric for all projects and review accordingly
- Provide samples of projects/presentations for students to use as a reference.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson. ]

### **Summative Assessments:**

[“Hands-on” tests and written tests]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for solving problems.
- Provide teacher/student review before assignments
- Oral assessment (if needed)
- Provide sentence starters (if needed)
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[Projects, presentations and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]