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| **Grade Level** **9th, 10th, 12th**  **Room 340**  **1st 8:10 – 9:49 (1B, 9:00 – 9:49)**  **2nd 9:56 – 11:34 (11:00, Lunch)** | | **Subject** English/Language Arts  **1A - CTI, 1B (Planning)**  **2A, 2B ELA/Reading** | | | **Week 1 & 2:** | |
| **Unit Vocabulary: Literacy Words – List 1: be, him, of, put, we, you List 2: back, does, home, mother, right, sure List 3: buy, car, cut, dog, goes, number**  **Topic Words: goal, skill, experience, paycheck, earn, money, save, income, job, application, interview, resume, tax, deductions, insurance, benefits** | | | | | | |
| **Instructional Strategies Used: Interactive lecture, Modeling, Student Discovery, Class Discussion, Hands-on, Manipulatives, Grouping to increase success** | | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | | **Day 5** |
| **CORE Activities:**  **Breakfast, Grooming check, Morning Jobs, Calendar Page, Personal Information worksheet, Independent Work and Small Groups (Edmark) Morning Meeting** | | | | | | |
| **Morning Work:**  **Sign In, Grooming Page, Personal Information Sheet, Goal Page, Daily Buzz Home, Calendar Page, Lunch Choice, Application Forms, and Math Computations**  **Morning Meeting:**  **Practice Greeting, Calendar, Attendance, Menu Read, Meteorologist, Breaking News Reporter, Safety Cop, Song of the Day, Exercise of the Day, Math Problem of the Day, and Treasure Hunt** | **Morning Work:**  **Sign In, Grooming Page, Personal Information Sheet, Goal Page, Daily Buzz Home, Calendar Page, Lunch Choice, Application Forms, and Math Computations**  **Morning Meeting:**  **Practice Greeting, Calendar, Attendance, Menu Read, Meteorologist, Breaking News Reporter, Safety Cop, Song of the Day, Exercise of the Day, Math Problem of the Day, and Treasure Hunt** | | **Morning Work:**  **Sign In, Grooming Page, Personal Information Sheet, Goal Page, Daily Buzz Home, Calendar Page, Lunch Choice, Application Forms, and Math Computations**  **Morning Meeting:**  **Practice Greeting, Calendar, Attendance, Menu Read, Meteorologist, Breaking News Reporter, Safety Cop, Song of the Day, Exercise of the Day, Math Problem of the Day, and Treasure Hunt** | **Morning Work:**  **Sign In, Grooming Page, Personal Information Sheet, Goal Page, Daily Buzz Home, Calendar Page, Lunch Choice, Application Forms, and Math Computations**  **Morning Meeting:**  **Practice Greeting, Calendar, Attendance, Menu Read, Meteorologist, Breaking News Reporter, Safety Cop, Song of the Day, Exercise of the Day, Math Problem of the Day, and Treasure Hunt** | | **Morning Work:**  **Sign In, Grooming Page, Personal Information Sheet, Goal Page, Daily Buzz Home, Calendar Page, Lunch Choice, Application Forms, and Math Computations**  **Morning Meeting:**  **Practice Greeting, Calendar, Attendance, Menu Read, Meteorologist, Breaking News Reporter, Safety Cop, Song of the Day, Exercise of the Day, Math Problem of the Day, and Treasure Hunt** |
| **Independent Work;**  **Students read word list.** | **Independent Work;**  **Students read word list.** | | **Independent Work:**  **Students read word list.** | **Independent Work:**  **Students read word list.** | | **Independent Work:**  **Students read word list.** |
| **Common Core Standard(s)**:  **Vocabulary**  **ELAGSE.9 – 12.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone  **ELAGSE.9–12.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual  **Reading**  **ELAGSE.9 – 12.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **,RL.2** Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **,RL.3** Analyze how complex characters(e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **ELAGSE.9- 12.RL.10** : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Writing**  **ELAGSE.9.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.\*  **, L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **ELAGSE.9.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | | | | | |
| **Learning Targets:**  \*Can the student independently, from a field of choice, or with an errorless choice identify targeted words and match to a definition?  \*Can the student contribute to a journal entry by writing words or sentences, by writing words or sentences with support, or by making a selection from a single option or errorless picture choice? | **Learning Targets:**  \*Can the student independently, from a field of choice, or with an errorless choice identify targeted words and match to a definition?  \*Can the student apply or participate in locating correct capitalization and punctuation when editing a piece of writing?  \*Can the students answer questions about the story? | | **Learning Targets:**  \*Can the student independently, from a field of choice, or with an errorless choice identify targeted words and match to a definition?  \*Can the student read selected stories adapted to personal reading level?  \*Can the students answer questions about the story? | **Learning Targets:**  \*Can the student independently, from a field of choice, or with an errorless choice identify targeted words and match to a definition?  \*Can the student read selected stories adapted to personal reading level?  \*Can the students answer questions about the story? | | **Learning Targets:**  \*Can the student independently, from a field of choice, or with an errorless choice identify targeted words and match to a definition?  \*Can the student read selected stories adapted to personal reading level?  \*Can the student use appropriate information to complete a writing activity or actively participate in writing by making a selection from a single or errorless choice? |
| **Mini Lesson:**  **Vocabulary**  **\*Lesson 15, Activity 3:**  Introduce Vocabulary (Chapter 1) (15 – 20 minutes)  **Fluency/ Comprehension**  **\*Lesson 3, Activity 1:** Read Aloud 1 (15- 20 minutes)  **Small Group**  **Vocabulary/ Fluency/ Comprehension**  **\*Lesson 3, Activity 2:** Guided/Shared Reading (15 – 25 minutes)  **\*Lesson 1, Activity 4:** Self-Selected Guided (15 – 25 minutes) | **Mini Lesson:**   **Vocabulary/ High-Frequency Words**  **\*Revisit Lesson 15, Activity 3:**  Review Vocabulary (Chapter 1) (15 minutes)  **\*Lesson 15, Activity 1:**  Add High-Frequency Words (Chapter 1) (20 Minutes)  **Fluency/ Comprehension**  **\*Lesson 3, Activity 2:** Guided/Shared Reading (15- 20 minutes)  **\*Lesson 3, Activity 3:** Answer Questions (15 – 20 minutes) | | . **Mini Lesson:**  **Vocabulary**  **\*Lesson 15, Activity 3:**  Introduce Vocabulary (Chapter 2) (15 - 20 minutes)  **Fluency/ Comprehension**  **\*Lesson 5, Activity 1:**  Read Aloud (15 - 20 minutes)  **Small Group**  **Vocabulary/ Fluency/ Comprehension**  **\*Lesson 5, Activity 2:** Guided/Shared Reading (15- 20 minutes)  **\*Lesson 1, Activity 4:** Self-Selected Reading (15 – 25 minutes) | **Mini Lesson:**  **Vocabulary/ High-Frequency Words**  **\*Revisit Lesson 15, Activity 3:**  Review Vocabulary (Chapter 2) (15 minutes)  **\*Lesson 15, Activity 1:**  Add High-Frequency Words (Chapter 2) (20 Minutes)  **Small Group**  **Vocabulary/ Fluency/ Comprehension**  **\*Lesson 5, Activity 2:** Guided/Shared Reading (15- 20 minutes)  **\*Lesson 5, Activity 3:** Answer Questions (15 - 20 minutes) | | **Mini Lesson:**  **Special Olympics** |
| **Meet with individual students to administer Monthly Checkpoint Pre-Tests: Level 2 – 3 Reading and Word Recognition or Level 1 Combined Content.** | | | | | | |
| **Writing**  **\*Lesson 30, Activity 2:** Journal Entry 2 (20 minutes)  ) | **Writing**  **\*Lesson 16, Activity 2:** Editing (15 - 20 minutes) | |  |  | | **Writing**  **\*Lesson 17:** Real World Writing (20 minutes) |
| **Differentiation:**  \*Leveled materials (Level 1 – Actively participates in supported reading of informational material that have been adapted with picture cues),  (Level 2 – Reads supported and shared informational materials that have been adapted to student reading level),  (Level 3 – Independently read informational materials that have been adapted to student reading level).  \*Assessment Materials: (Level 1 - Respond to a verbal question by choosing a single option or errorless picture),  (Level 2 – Points to or select a picture from a choice of three in response to a question about a story), and  (Level 3 – Independently read questions about a story and write, speak, or select an answer).  **\*Writing Differentiation:**  Level 3 – Write routinely for a range of discipline-specific tasks, purposes, and audiences.  Level 2 – Write routinely in supported writing activities for a range of discipline – specific tasks, purposes, and audiences.  Level 1 – Actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes, and audiences. | | | | | | |
| **Differentiation:**  *Content/Process/Product:*  \*Leveled materials  \*Color-coding for completion of task  \*Scaffolding as needed  \*Visual Cues.  \*Read Alouds  *Grouping Strategy:*  *Individual and Whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  \*Leveled materials  \*Color-coding for completion of task  \*Scaffolding as needed  \*Visual Cues.  \* Read Alouds  *Grouping Strategy:*  *Individual and Whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | | **Differentiation:**  *Content/Process/Product:*  \*Leveled materials  \*Color-coding for completion of task  \*Scaffolding as needed  \*Visual Cues.  \* Read Alouds  *Grouping Strategy:*  *Individual and Whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  \*Leveled materials  \*Color-coding for completion of task  \*Scaffolding as needed  \*Visual Cues.  \* Read Alouds  *Grouping Strategy:*  *Individual and Whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | | **Differentiation:**  *Content/Process/Product:*  \*Leveled materials  \*Color-coding for completion of task  \*Scaffolding as needed  \*Visual Cues.  \* Read Alouds  *Grouping Strategy:*  *Individual and Whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* |
| **Assessment :**  *Pre-Test: Unique Learning)*  *Post-Test: Unique Learning*  *Formative:*  *Summative:*  *Performance Based: Hand- on tasks* | **Assessment:**  *Pre-Test: Unique Learning)*  *Post-Test: Unique Learning*  *Formative:*  *Summative:*  *Performance Based: Hand- on tasks* | | **Assessment:**  *Pre-Test: Unique Learning)*  *Post-Test: Unique Learning*  *Formative:*  *Summative:*  *Performance Based: Hand- on tasks* | **Assessment:**  *Pre-Test: Unique Learning)*  *Post-Test: Unique Learning*  *Formative:*  *Summative:*  *Performance Based: Hand- on tasks* | | **Assessment:**  *Pre-Test: Unique Learning)*  *Post-Test: Unique Learning*  *Formative:*  *Summative:*  *Performance Based: Hand- on tasks* |
| **Resource/Materials:**  Unique Learning website and materials,  Brain Pop | **Resource/Materials:**  Unique Learning website and materials.  Brain Pop | | **Resource/Materials:**  Unique Learning website and materials,  Brain Pop | **Resource/Materials:**  Unique Learning website and materials,  Brain Pop | | **Resource/Materials:**  Unique Learning website and materials,  Brain Pop |
| **Notes** | | | | | | |

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Subject: Personal Finance**  **Period: 3B, 3C, 3D**  **(12:12 – 1:14)**  **Room 204** | **Subject: Math and Related Content**  **Period: 3B, 3C, 3D**  **(12:12 – 1:14)**  **Room 204** | **Subject: WPR/CTI/ Math**  **Period: 3B, 3C, 3D**  **(12:12 – 1:14)**  **Room 204** | **Subject: Science /**  **Math**  **Period: 3B, 3C, 3D**  **(12:12 – 1:14)**  **Room 204** | **Subject: Recreational/ Leisure**  **Period: 3B, 3C, 3D**  **(12:12 – 1:14)**  **Room 204, 340, 304** |
| **GSE/GPS Standard(s):**  **CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.**  **GSE/GPS Standard(s):**  **SSEPF1 The student will apply rational decision making to personal spending and saving choices.**  **CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.** | **GSE/GPS Standard(s):**  **SSEPF1 The student will apply rational decision making to personal spending and saving choices.** | **GSE/GPS Standard(s):**  **SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**  **CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.**  **CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.**  **CTAE-FS-7 Safety, Health and Environment: Learners employ safety,** | **GSE/GPS Standard(s):**  **ELAALRL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.**  **SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.**  **CTAE-FS-7 Safety, Health and Environment: Learners employ safety,**  **CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.**  **CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.** | **GSE/GPS Standard(s):**  **CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.**  **CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.**  **GSE/GPS Standard(s):**  **SSEPF1 The student will apply rational decision making to personal spending and saving choices.** |
| **Essential Questions:**  Can students fill out checking account applications, order forms for checks, and deposit slips?  Can students follow directions and complete a work task project? | **Essential Questions:**  Can students identify and use money effectively?  Can students pay an amount using Next Dollar or pay exact amounts?  Can students make change effectively?  Can students follow directions and complete a recipe? | **Essential Questions:**  Can students follow directions and complete a recipe?  Can students package, label, and assemble the snack?  Can students follow directions and assemble a pin for resale? | **Essential Questions:**  Can students recognize food groups. | **Essential Questions:**  Can students fill out checking account applications, order forms for checks, and deposit slips? |
| **Mini Lesson:**  You’re on Your Own – Students will watch videos describing planting and taking care of seeds. Students will learn the parts of a plant and what is necessary to have healthy plants.   Students will practice writing numbers and counting out amounts using manipulatives and number line if needed. Students will draw cards, counting out the amount and deciding whose number is more.   Students will work together to complete an assembly line task. | **Mini Lesson:**  Students will plant seeds in a starter pot and place in the greenhouse.  Students will be placed in three groups to practice recognizing coins and bills, counting coins, and  Students will go to cash register to pay an amount either using next dollar method or using coins and bills. Two students will add prices, compute tax, and make change for the students who are paying an amount. | **Mini Lesson:**   **Group 1 –**  Students will complete a snack from a recipe:  Students will use safety and sanitary procedures to package the snack.  Students will plan distribution of the snack to teachers.   **Group 2 –**  Students will make pins for resale. | **Mini Lesson:**   **Group 1 –**  Students will be complete assembly line task.   **Group 2 –**  Students will complete cleaning tasks. | **Mini Lesson:**  Students will participate in group recreational games.  Students will complete IEP data activities. |
| **Differentiation:**  *Content/Process/Product:*  *Leveled materials*  *Color-coding for completion of task,*  *Scaffolding as needed*  *Visual Cues*  *Vocation/Transition Notebook*  *Calculator*  *Grouping Strategy:*  *Individual, small, whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  *Leveled materials*  *Color-coding for completion of task,*  *Scaffolding as needed*  *Visual Cues*  *Vocation/Transition Notebook*  *Calculator*  *Grouping Strategy:*  *Individual, small, whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  *Leveled materials*  *Color-coding for completion of task,*  *Scaffolding as needed*  *Visual Cues*  *Vocation/Transition Notebook*  *Calculator*  *Grouping Strategy:*  *Individual, small, whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  *Leveled materials*  *Color-coding for completion of task,*  *Scaffolding as needed*  *Visual Cues*  *Vocation/Transition Notebook*  *Calculator*  *Grouping Strategy:*  *Individual, small, whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* | **Differentiation:**  *Content/Process/Product:*  *Leveled materials*  *Color-coding for completion of task,*  *Scaffolding as needed*  *Visual Cues*  *Vocation/Transition Notebook*  *Calculator*  *Grouping Strategy:*  *Individual, small, whole group*  *Assessment:*  *Leveled using adaptive reading material as needed* |
| **Assessment :**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Summative:***  ***Performance Based:*** | **Assessment:**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Summative:***  ***Performance Based:*** | **Assessment:**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Summative:***  ***Performance Based:*** | **Assessment:**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Summative:***  ***Performance Based:*** | **Assessment:**  ***Pre-Test:***  ***Post-Test:***  ***Formative:***  ***Summative:***  ***Performance Based:*** |
| Resources:  Resource/Materials:  Brigance – Transition Skills Inventory  Brigance – Transition Skills Activities  Assembly Line Tasks | Resources:  Money Journal  Brigance – Transition Skills Inventory  Brigance – Transition Skills Activities  Assembly Line Tasks | Resources:  Brigance – Transition Skills Inventory  Brigance – Transition Skills Activities  Unique Learning | Resources:  Brigance – Transition Skills Inventory  Brigance – Transition Skills Activities  Unique Learning | Resources:  Brigance – Transition Skills Inventory  Brigance – Transition Skills Activities |
| <https://www.choosemyplate.gov/MyPlate-Daily-Checklist> recommended daily checklist  <https://www.choosemyplate.gov/> | | | | |

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| **Grade Level** **Work-Based Learning/ CTI**  **Period 1A, 4A, 4B** | | **Teacher/Room**: **Dianne Hicks/**  **Room: 340 or 204 or Culinary Arts** | | | |
| **Essential Questions:**  **\*How does behavior, dress, and hygiene affect our ability to be successful in the workplace?**  **\*How do I make change?**  **\*How do I know which tool to use to complete my job?**  **\*Am I dressed appropriately for my job:**  **\*How do my behaviors affect my job?**  **Culinary Arts:**  **HOSP-ICA: 5, 8, 13**  **HOSP-ICA: 4, 13** | **Essential Questions:**  **\*How does behavior, dress, and hygiene affect our ability to be successful in the workplace?**  **\*How do I make change?**  **\*How do I know which tool to use to complete my job?**  **\*Am I dressed appropriately for my job:**  **\*How do my behaviors affect my job?**  **Culinary Arts:**  **HOSP-ICA: 5, 8, 13**  **HOSP-ICA: 4, 13** | | **Essential Questions:**  **\*How does behavior, dress, and hygiene affect our ability to be successful in the workplace?**  **\*How do I make change?**  **\*How do I know which tool to use to complete my job?**  **\*Am I dressed appropriately for my job:**  **\*How do my behaviors affect my job?**  **Culinary Arts:**  **HOSP-ICA: 5, 8, 13**  **HOSP-ICA: 4, 13** | **Essential Questions:**  **\*How does behavior, dress, and hygiene affect our ability to be successful in the workplace?**  **\*How do I make change?**  **\*How do I know which tool to use to complete my job?**  **\*Am I dressed appropriately for my job:**  **\*How do my behaviors affect my job?**  **Culinary Arts:**  **HOSP-ICA: 5, 8, 13**  **HOSP-ICA: 4, 13** | **Essential Questions:**  **\*How does behavior, dress, and hygiene affect our ability to be successful in the workplace?**  **\*How do I make change?**  **\*How do I know which tool to use to complete my job?**  **\*Am I dressed appropriately for my job:**  **\*How do my behaviors affect my job?**  **Culinary Arts:**  **HOSP-ICA: 5, 8, 13**  **HOSP-ICA: 4, 13** |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| \*Relate careers to individual interests, abilities, and aptitudes  \*Evaluate school-based opportunities for career awareness/preparation  \*Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  \*Explain the role of money as a medium of exchange  \*Explain how prices serve as incentives in a market economy  \*Identify skills that are required to be successful in the workplace  Opportunities:  \*Clean cafeteria daily after lunch  \*Sell Ice Cream daily  \*Recycle daily  \*Dust and clean table in media center | \*Relate careers to individual interests, abilities, and aptitudes  \*Evaluate school-based opportunities for career awareness/preparation  \*Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  \*Explain the role of money as a medium of exchange  \*Explain how prices serve as incentives in a market economy  \*Identify skills that are required to be successful in the workplace  Opportunities:  \*Clean cafeteria daily after lunch  \*Sell Ice Cream daily  \*Recycle daily  \*Dust and clean table in media center | | \*Relate careers to individual interests, abilities, and aptitudes  \*Evaluate school-based opportunities for career awareness/preparation  \*Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  \*Explain the role of money as a medium of exchange  \*Explain how prices serve as incentives in a market economy  \*Identify skills that are required to be successful in the workplace  Opportunities:  \*Clean cafeteria daily after lunch  \*Sell Ice Cream daily  \*Recycle daily  \*Dust and clean table in media center | \*Relate careers to individual interests, abilities, and aptitudes  \*Evaluate school-based opportunities for career awareness/preparation  \*Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  \*Explain the role of money as a medium of exchange  \*Explain how prices serve as incentives in a market economy  \*Identify skills that are required to be successful in the workplace  Opportunities:  \*Clean cafeteria daily after lunch  \*Sell Ice Cream daily  \*Recycle daily  \*Dust and clean table in media center | \*Relate careers to individual interests, abilities, and aptitudes  \*Evaluate school-based opportunities for career awareness/preparation  \*Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.  \*Explain the role of money as a medium of exchange  \*Explain how prices serve as incentives in a market economy  \*Identify skills that are required to be successful in the workplace  Opportunities:  \*Clean cafeteria daily after lunch  \*Sell Ice Cream daily  \*Recycle daily  \*Dust and clean table in media center |
| **Differentiation:**  *\**Individual instruction as needed  \*Modified books and stories that have been adapted to student reading level.  \*Extended time  \*Linking assessment to instruction  \*Repetition  \*Pacing of instruction  \*Modified directions  \*Multisensory approach  \*Visual Component  \*Prior Knowledge  \*Teach pre-requisite skills  \*Provide time for trial and error | **Differentiation:**  *\**Individual instruction as needed  \*Modified books and stories that have been adapted to student reading level.  \*Extended time  \*Linking assessment to instruction  \*Repetition  \*Pacing of instruction  \*Modified directions  \*Multisensory approach  \*Visual Component  \*Prior Knowledge  \*Teach pre-requisite skills  \*Provide time for trial and error | | **Differentiation:**  *\**Individual instruction as needed  \*Modified books and stories that have been adapted to student reading level.  \*Extended time  \*Linking assessment to instruction  \*Repetition  \*Pacing of instruction  \*Modified directions  \*Multisensory approach  \*Visual Component  \*Prior Knowledge  \*Teach pre-requisite skills  \*Provide time for trial and error | **Differentiation:**  *\**Individual instruction as needed  \*Modified books and stories that have been adapted to student reading level.  \*Extended time  \*Linking assessment to instruction  \*Repetition  \*Pacing of instruction  \*Modified directions  \*Multisensory approach  \*Visual Component  \*Prior Knowledge  \*Teach pre-requisite skills  \*Provide time for trial and error | **Differentiation:**  *\**Individual instruction as needed  \*Modified books and stories that have been adapted to student reading level.  \*Extended time  \*Linking assessment to instruction  \*Repetition  \*Pacing of instruction  \*Modified directions  \*Multisensory approach  \*Visual Component  \*Prior Knowledge  \*Teach pre-requisite skills  \*Provide time for trial and error |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: Observation, Questioning, Daily Living* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based****:*** *Observation, Questioning, Daily Living* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: Observation, Questioning, Daily Living* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: Observation, Questioning, Daily Living* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based: Observation, Questioning, Daily Living* |

**Notes:**

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| **Resources:**  **Attainment Book**  **Smart Board**  **Websites**  **Work Supplies** | **Resources:**  **Attainment Book**  **Smart Board**  **Websites**  **Work Supplies** | **Resources:**  **Attainment Book**  **Smart Board**  **Websites**  **Work Supplies** | **Resources:**  **Attainment Book**  **Smart Board**  **Websites**  **Work Supplies** | **Resources:**  **Attainment Book**  **Smart Board**  **Websites**  **Work Supplies** |