



6-8 MD Life Skills

The Life skills course is designed to foster growth of independent living skills for students grades 6th through 8th. Emphasis is placed on meal planning, grocery shopping, eating in the community, clothing/laundry, cleaning and cooking. Content is modified to address specific student needs based upon goals set forth in the Individual Education Plan.

Course Sequence & Pacing

Unit Title	MP/Weeks
<p>Unit 1: Meal planning/Grocery shopping The goal of this unit is to teach grocery store vocabulary and increase independence with meal planning and grocery shopping. This unit teaches skills needed while shopping such as locating items. waiting in line, using a conveyor belt, as well as how to put food away at home in the correct location.</p>	<p>Due to the students' need for repetition, the goals and objectives of each unit will be interwoven throughout the entire school year. They will be addressed daily, weekly and/or monthly depending on each students' IEP Goals and respective appropriateness.</p>
<p>Unit 2: Eating in the community The goal of this unit is to increase independence when eating at fast food and sit down restaurants. This unit teaches how to identify open/close signs and use a menu. This unit teaches important restaurant vocabulary needed for successful communication in these settings.</p>	
<p>Unit 3: Clothing and Laundry The goal of this unit is to teach clothing and laundry as well as increase independence when washing clothes. Learners will match clothes to body parts, discriminate between washer and dryer, identify the components in a complete outfit and review clothing vocabulary.</p>	
<p>Unit 4: Cleaning The goal of this unit is to teach important skills related to cleaning. This unit teaches cleaning vocabulary. Learners will work on identifying clean vs. dirty as well as the function of cleaning supplies.</p>	
<p>Unit 5: Cooking and Kitchen The goal of this unit is to build communication and independence in the kitchen. Learners will identify tools and appliances.</p>	

Unit 1

Stage 1: Desired Results

Unit 1: Meal Planning/Grocery Shopping

Unit Summary: The goal of this unit is to teach grocery store vocabulary and increase independence with meal planning and grocery shopping. This unit teaches skills needed while shopping such as locating items, waiting in line, using a conveyor belt, as well as how to put food away at home in the correct location.

Unit 1 Learning Targets

NJSLS Grade Level Standard

Knowledge of Language

NJSLSA.L3. 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.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities

9.3.HT-RFB.5 Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, and Science

<p>Unit Essential Questions:</p> <p>How do I plan a meal?</p> <p>How do I write a shopping list?</p> <p>How do I find items in a grocery store?</p> <p>How do I wait in line at the check out?</p> <p>How do I load items on the conveyor belt?</p> <p>How do I pay for my groceries?</p> <p>How do I bag groceries?</p> <p>How do I put groceries away at home in their correct location?</p>	<p>Unit Enduring Understandings:</p> <p>-Successful meal planning involves a problem-solving approach using specific knowledge and skills including shopping</p>
<p>Content-Students will know:</p> <p>Students will choose a meal that they want to make.</p> <p>Students will compose a shopping list of items that are required for the meal.</p> <p>Students will locate items on the shopping list in a grocery store.</p> <p>Students will use appropriate coping skills and personal space rules when waiting in line at the check out.</p> <p>Students will load grocery items on the conveyor belt appropriately.</p> <p>Students will interact appropriately when paying for groceries.</p> <p>Students will bag groceries appropriately.</p> <p>Students will unpack and put groceries away in their correct locations.</p>	<p>Skills-Students will be able to:</p> <p>Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.</p> <ul style="list-style-type: none"> • Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. • Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response

Stage 2: Evidence of Student Learning – In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs, as described below

Summative Assessments:

- Individual data collection, as dictated by IEPs
- VB-Mapp (when appropriate)
- AFFLS
- CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.

CBI trip (checklists)

Classroom activities

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS2

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- choose a desired meal to make
- read a recipe
- write shopping list
- navigate grocery store appropriately
- locate desired items
- place items on the conveyor belt
- wait in line
- use appropriate communication/behavior when interacting with cashier
- pay for items
- bag groceries
- unpack groceries and put items away in proper location

Learning Activities:

- Individual and small group activities
- Direct Instruction
- Discrete Trials
- CBI Trips

Resources:

- VB MAPP
- AFFLS
- Teacher created materials
- Scholastic Magazine (Let's Find Out, Science Spins, Choices)
- Chromebooks
- Youtube
- TPT
- Internet Resources

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners.
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses - Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers

- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2: Eating in the Community

Unit Summary:

The goal of this unit is to increase independence when eating at fast food and sit down restaurants. This unit teaches how to identify open/close signs and use a menu. This unit teaches important restaurant vocabulary needed for successful communication in these settings.

Unit 2 Learning Targets

NJSLS Grade Level Standards:

NJSLSA.L3. 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.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Curricular Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities

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Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, and Science

Unit Essential Questions:

What does an open and closed sign mean?

How do you use a menu?

How do I find the price of the item that I want to order?

Do I have enough money for my order?

What is appropriate communication for placing an order?

Unit Enduring Understandings:

-important restaurant vocabulary is needed for successful communication in these settings

-appropriate behavior/coping skills are required for a successful restaurant visit

How do I pay for my food at the restaurant?	
<p>Content-Students will know:</p> <p>Students will differentiate between a store/restaurant that is open or closed for business.</p> <p>Students will analyze and understand the different parts of a menu.</p> <p>Students will identify the price of what they desire to eat.</p> <p>Students will determine if they have enough money for their order.</p> <p>Students will use appropriate speaking and listening skills when interacting with restaurant staff.</p> <p>Students will pay for their meal.</p>	<p>Skills-Students will be able to:</p> <p>Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.</p> <ul style="list-style-type: none"> • Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. • Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response

Stage 2: Evidence of Student Learning

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 AFFLS
 CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Alternative Assessments:

Individual data collection, as dictated by IEPs
VB-Mapp (when appropriate)
AFFLS2
CBI trip checklists
classroom activities

Stage 3: Core Instructional Plan & Resources**Skill:**

- distinguish between open and closed signs
- identify desired item on a menu
- state the price of your desired item
- determine whether or not you have enough money to purchase your meal
- use appropriate behavior while waiting for food
- eat meal using appropriate utensils and manners
- pay for meal

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
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Internet Resources

**Accommodations and Modifications:
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- Additional time
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- Knowledge and Skill Standards in Gifted Education for All Teachers
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- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Clothing and Laundry

Unit Summary:

The goal of this unit is to teach clothing and laundry as well as increase independence when washing clothes. Learners will match clothes to body parts, discriminate between washer and dryer, identify the components in a complete outfit and review clothing vocabulary.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

NJSLSA.L3. 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.

Curricular Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, and Science

Unit Essential Questions:

How do I know if my clothes are clean or dirty?
Where do I put dirty clothes?
Where do I put clean clothes?

Unit Enduring Understandings:

-proper cleanliness is an important part of a successful career/life.

<p>How do I use a washing machine and dryer? What are the essential parts of an outfit? Is my outfit appropriate for the weather?</p>	
<p>Content-Students will know:</p> <p>Students will determine if their clothes require cleaning. Students will put dirty clothes in a hamper. Students will put clean clothes away in appropriate locations. Students will appropriately use the washing machine and dryer. Students will fold clothes. Students will determine an appropriate outfit for the season/weather. Students will get dressed.</p>	<p>Skills-Students will be able to:</p> <p>Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.</p> <ul style="list-style-type: none"> • Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. • Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response

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Common Benchmark Assessments:

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Classroom activities

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS2

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- differentiate between clean and dirty clothes
- identify items of clothing
- identify a hamper
- identify a washing machine
- load clothes in the washing machine
- add soap to washing machine
- turn on washing machine
- move clothes from washing machine to dryer
- add dryer sheet to dryer
- start dryer
- remove clothes from dryer to laundry basket
- identify clothing that goes in a dresser
- identify clothing that goes in a closet
- hang clothes appropriately
- fold socks
- fold clothes that require folding
- pick out appropriate outfit
- get dressed

Learning Activities:

- Individual and small group activities
- Direct Instruction
- Discrete Trials
- CBI Trips

Resources:

- The Autism Helper
- VB MAPP
- AFFLS
- Teacher created materials
- Scholastic Magazine (Let's Find Out, Science Spins, Choices)
- Chromebooks
- Youtube
- TPT
- Internet Resources

Accommodations and Modifications:

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Unit 4

Stage 1: Desired Results

Unit 4: Cleaning

Unit Summary:

The goal of this unit is to teach important skills related to cleaning. This unit teaches cleaning vocabulary. Learners will work on identifying clean vs. dirty as well as the function of cleaning supplies.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

NJSLSA.L3. 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.

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, and Science

Unit Essential Questions:

Why is it important for my environment to be kept clean?

What is the difference between clean and dirty?

How do I clean the floor?

How do I clean dishes?

Unit Enduring Understandings:

-A clean environment is an important part of daily life.

<p>How do I clean a table? How do I take out the trash?</p>	
<p>Content-Students will know: Students will identify the important reasons why it is important to keep your environment clean. Students will differentiate between clean and dirty. Students will identify appropriate floor cleaning equipment. Students will clean dishes appropriately. Students will load dishes into a dishwasher appropriately. Students will identify appropriate tools to clean the table. Students will demonstrate proper table cleaning procedures Students will identify tools required to take out the trash Students will identify the appropriate steps in taking out the trash.</p>	<p>Skills-Students will be able to: Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.</p> <ul style="list-style-type: none"> • Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. • Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response

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AFFLS
CBI trip (checklists)

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CBI trip (checklists)

Common Benchmark Assessments:

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CBI trip (checklists)
Classroom activities

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS2

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources**Skill:**

- distinguish between clean and dirty
- express why a clean environment is important
- identify various cleaning tools
- demonstrate appropriate floor cleaning procedures
- demonstrate appropriate dish cleaning procedures
- load and unload dishwasher
- load soap into dishwasher
- start dishwasher
- identify cleaning tools used to clean a table
- demonstrate appropriate steps in attacking out the trash

Learning Activities:

- Individual and small group activities
- Direct Instruction
- Discrete Trials
- CBI Trips

Resources:

- The Autism Helper
- VB MAPP
- AFFLS
- Teacher created materials
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Unit 5

Stage 1: Desired Results

Unit 5: Cooking and Kitchen

Unit Summary:

The goal of this unit is to build communication and independence in the kitchen. Learners will identify tools and appliances.

Unit 5 Learning Targets

NJSLS Grade Level Standards:

NJSLSA.L3. 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.

Curricular Connections**Career Readiness, Life Literacies, & Key Skills (CLKS):**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, and Science

Unit Essential Questions:

How do I communicate in the kitchen?
What are the safety procedures that need to be followed in the kitchen?
What are the kitchen tools that are used in a kitchen?
How do I use a microwave, stove, oven, refrigerator, toaster, blender, dishwasher and coffee maker?
How do I follow a recipe?
How do I set the table?

Unit Enduring Understandings:

- Successful meal planning involves a problem-solving approach using specific knowledge and skills including shopping
- Recipe preparation and meals require proficiency in kitchen math skills

<p>Content-Students will know:</p> <p>Students will appropriately communicate in the kitchen.</p> <p>Students will identify the following kitchen appliances: microwave, stove, oven, refrigerator, toaster, blender, dishwasher and coffee maker</p> <p>Students will follow safety procedures in the kitchen</p> <p>Students will read and follow steps in a recipe</p> <p>Students will appropriately identify items required to set a table</p> <p>Students will demonstrate proper table setting procedures</p>	<p>Skills-Students will be able to:</p> <p>Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.</p> <ul style="list-style-type: none"> • Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc. • Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response
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 CBI trip (checklists)

Common Benchmark Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Alternative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)

AFFLS2

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- use appropriate communication and volume in the kitchen
- receptively and expressively identify the microwave, stove, oven, refrigerator, toaster, blender, dishwasher and coffee maker
- identify the use of the microwave, stove, oven, refrigerator, toaster, blender, dishwasher and coffee maker
- Students will demonstrate appropriate safety procedures in the kitchen
- read a recipe
- follow the steps in the recipe
- receptively and expressively identify the cup, plate, knife, fork, spoon, pot, bowl, pan and napkin
- appropriately set the table

Learning Activities:

- Individual and small group activities
- Direct Instruction
- Discrete Trials
- CBI Trips

Resources:

- The Autism Helper
- VB MAPP
- AFFLS
- Teacher created materials
- Scholastic Magazine (Let's Find Out, Science Spins, Choices)
- Chromebooks
- Youtube
- TPT
- Internet Resources

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners.
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses - Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks

- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms