



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adaptive Emerging Leaders Curriculum

Course Description: The Adaptive Emerging Leaders program combines experiential and project-based learning to empower students to make a difference on their campus, community, and world. Through small and large group discussions, team building activities and community engagement, students will actively pursue topics such as volunteering, jobs, recreation, leisure, and traditions. Additionally, students will further their independence with an increased focus on social strategies, self-advocacy, employability, communication, and daily living skills.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 week	Leadership	Topic 1: Leadership Skills Topic 2: Employability Topic 3: Self-Advocacy Topic 4: Social Strategies Topic 5: Daily Living
ongoing	AM/PM Jobs List & Volunteering	Topic 1: AM Jobs List Topic 2: PM Jobs List
4 weeks	Camping Trip	Topic 1: Camping Experience
4 weeks & throughout the course	Traditions	Topic 1: Traditions

Unit 1: Leadership

Subject: Emerging Leaders-Adaptive

Grade: 9-12

Name of Unit: Leadership

Length of Unit: 1 week

Overview of Unit: This unit addresses leadership skills through the transition skills across core skills, which are necessary components of both leadership and independence.

Priority Standards for unit:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.

- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.
- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in small and large groups	communicates	Apply	2
effectively in print, verbal, and electronic forms	communicates	Apply	2
traits of a good leader and justifies choices	identifies	Understand	2
leadership styles and evaluates their effectiveness	identifies	Understand	2
personal leadership style	identifies	Understand	2
self-organization strategies	uses	Apply	2
events	plans	Apply	2
events	implements	Apply	2
effective meeting skills	uses	Apply	2
the structure and processes of an organization	explains	Understand	2
an understanding of group dynamics	demonstrates	Apply	2
problem solving and conflict resolution strategies appropriate for the group	understands	Understand	2
understanding of group process and dynamics	applies	Apply	2
the ability to set, work on and evaluate progress towards goals	demonstrates	Apply	2
ethical decision making practices	employs	Apply	2
the impact of individual decisions on the group	recognizes	Understand	2
an understanding of community diversity and the individual rights of others	demonstrates	Apply	2
in service learning projects	participates	Apply	2

Essential Questions:

1. What leadership competencies are essential for students to prepare themselves for transition into postsecondary life?
 - a. **How can I communicate effectively?**
 - i. DESE: Show-Me.1.1 Student communicates effectively in small and large groups.

- ii. DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- b. **What is a leader?**
 - i. DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- c. **How can I be a leader?**
 - i. DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
 - ii. DESE: Show-Me.2.3 Student identifies personal leadership style.
 - iii. DESE: Show-Me.3.1 Student uses self-organization strategies.
- d. **How can I use my leadership skills to plan an event within a group or team?**
 - i. DESE: Show-Me.3.2 Student plans and implements events.
 - ii. DESE: Show-Me.3.3 Student uses effective meeting skills.
 - iii. DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
 - iv. DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
 - v. DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
 - vi. DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
 - vii. DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
 - viii. DESE: Show-Me.5.2 Student employs ethical decision making practices.
 - ix. DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
 - x. DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
 - xi. DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
 - DESE: Show-Me.6.3 Student participates in service learning projects

Enduring Understanding/Big Ideas:

- 1. Lesson(s)
 - a. employability
 - i. Stays on task for an adequate amount of time to complete a given work assignment.
 - ii. Successfully completes a series of simple directions or job tasks.

- iii. Demonstrates respect to persons in authority and responds appropriately to corrections.
 - iv. Keeps work area neat and puts away tools in their designated area.
 - v. Completes assigned tasks without direct supervision.
 - vi. Demonstrates an eager willingness to participate and perform assigned tasks.
- b. social strategies
 - i. Participates in appropriate social exchanges with adults.
 - ii. Participates in appropriate social exchanges with peers.
 - iii. Recognizes and demonstrates appropriate social behaviors based on a situation
 - iv. Demonstrates appropriate non-verbal social behaviors and postures in a variety of settings
 - v. Adjusts social behaviors and language based on the situation
 - vi. Seeks attention of others using appropriate behaviors and language
- c. self-advocacy
 - i. Maintains a personal appearance and grooming on a daily basis.
 - ii. Appropriately expresses personal preferences in a variety of daily situations.
 - iii. Recognizes when assistance is needed and who to look to for help.
 - iv. Recognizes a problem situation and take appropriate action to resolve the problem.
 - v. Makes decisions that benefit self and the group.
 - vi. Takes responsibility for own actions.
- d. daily living
 - i. Demonstrates an appropriate skill level to complete/participate in daily living tasks, such as cleaning, cooking, self-care.
 - ii. Effectively selects and uses tools for daily living tasks.
 - iii. Shows attention to personal health and nutrition as it occurs in daily routines.
 - iv. Follow schedules or task sequences to complete specific daily living activities.
 - v. Plans and manages money for purchases and savings.
 - vi. Shows attention to personal safety within daily activities.
- e. communication
 - i. Initiates communication/conversation to share information, make requests or gain assistance.
 - ii. Demonstrates appropriate posture, eye contact and body language during communication exchanges.
 - iii. Responds appropriately to questions and directives.

- iv. Maintains conversational turn-taking skills when communicating with adults and peers.
- v. Is able to communicate personal identification information to others when requested
- vi. Recognizes and uses communication repair strategies to convey an intended message.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
employability social strategies self-advocacy daily living communication	My Goals self-evaluation forms My Goals chart My Goals cards Progress cards

Resources for Vocabulary Development:

- Unique Learning System
- News-2-You
- SymbolStix Prime
- Augmentative and Alternative Communication (AAC)

Leadership Skills

Engaging Experience 1

Title: Communication: Demonstrate effective communication skills and strategies within school and community activities.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will select goals related to communication they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 2

Title: Employability: Demonstrate effective personal skills and characteristics that affect employability potential.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.

- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will select goals related to employability they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 3

Title: Self-Advocacy: Demonstrate skills, behaviors and attitudes to responsibly plan and advocate for personal goals.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will select goals related to self-advocacy they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 4

Title: Social Strategies: Demonstrate interpersonal skills that have potential to develop healthy relationships.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.

- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will select goals related to social strategies they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 5

Title: Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities.

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will select goals related to daily living they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Scenario

Engaging Scenario

- Personal Binder: My Goals
 - During routine activities of the day, students have many opportunities to practice skills that are transitional in nature. Teachers may evaluate these core areas of transition in the Unique GPS, Core Rubrics. These same goals can transfer into a “self-evaluation” completed by the student.
 - This activity includes five self-evaluation forms called “My Goals”: Communication, Employability, Daily Living, Social Strategies and Self-Advocacy. Students will then copy or affix five focus goals to the “My Goals” chart.
 - As part of the self-evaluation process, students will select goals they feel need to be worked on. Students will then copy or affix five focus goals to the “My Goals” chart. These goals may be addressed for a week, a month or longer, depending on how this is set up in your classroom. (Do keep in mind that repetition is imperative for skills to become habit for many of our students.)
 - At the end of each day, a teacher or staff member will review the goals with each student and assist in the evaluation of progress. This goal chart has a 3 (Great Job!), 2 (Needed Reminders), 1 (Keep Working on It!) point system. The points earned may be integrated into a classroom reward system.
 - Keep the goal chart in the students’ personal binders for daily and weekly monitoring. Goals may be changed as needed. Students may refer back to the five self-evaluation forms to select new goals.
 - Students with the most significant needs can also select goals from this form. For example, the communication goal, “I can ask for things I want”, may be facilitated by the use of picture cards or a voice output device.
 - Additional goals may be added which are specific to the students’ IEP goals.

Rubric for Engaging Scenario for entirety of course:

- Minimal Prompts: (3 points) Student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill.
- Moderate Prompts: (2 points) Student responds to some natural cues with verbal, physical or gestural prompts required approximately 50-75% of the time for demonstration of the skill.

- Full Prompting: (1 point) Student demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- No Response: (0 points) Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Secondary Rubric for Unit:

Level 3-Students will self-monitor selected goals for improvement.

Level 2-Students will select a 3, 2, or 1 to indicate daily progress on goals.

Level 3-Students will make a selection of “Great Job” or “Keep Working”

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Leadership Skills	Communication: Demonstrate effective communication skills and strategies within school and community activities.	Students will select goals related to communication they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.	1 day
Leadership Skills	Employability: Demonstrate effective personal skills and characteristics that affect employability potential.	Students will select goals related to employability they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.	1 day
Leadership Skills	Self-Advocacy: Demonstrate skills, behaviors and attitudes to responsibly plan and advocate for personal goals.	Students will select goals related to self-advocacy they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.	1 day
Leadership Skills	Social Strategies: Demonstrate interpersonal skills that have potential	Students will select goals related to social strategies they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a	1 day

	to develop healthy relationships.	month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.	
Leadership Skills	Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities.	Students will select goals related to daily living they feel need to be worked on, and then keep track of these goals on a chart. These goals could be addressed for a week, a month or longer, depending on the needs of the student. The teacher will review goals with each student and assist in the evaluation of progress. See full lesson plan in topics folder.	1 day

Unit 2: AM/PM Jobs List & Volunteering

Subject: Emerging Leaders-Adaptive

Grade: 9-12

Name of Unit: AM/PM Jobs List & Volunteering

Length of Unit: *ongoing throughout the course

Overview of Unit: This unit addresses leadership skills through the transition skills of...

Priority Standards for unit:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.
- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.

- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in small and large groups	communicates	Apply	2
effectively in print, verbal, and electronic forms	communicates	Apply	2
traits of a good leader and justifies choices	identifies	Understand	2
leadership styles and evaluates their effectiveness	identifies	Understand	2
personal leadership style	identifies	Understand	2
self-organization strategies	uses	Apply	2
events	plans	Apply	2
events	implements	Apply	2
effective meeting skills	uses	Apply	2
the structure and processes of an organization	explains	Understand	2
an understanding of group dynamics	demonstrates	Apply	2
problem solving and conflict resolution strategies appropriate for the group	understands	Understand	2
understanding of group process and dynamics	applies	Apply	2
the ability to set, work on and evaluate progress towards goals	demonstrates	Apply	2
ethical decision making practices	employs	Apply	2
the impact of individual decisions on the group	recognizes	Understand	2
an understanding of community diversity and the individual rights of others	demonstrates	Apply	2
in service learning projects	participates	Apply	2

Essential Questions:

1. When students are leading themselves or others across varying job and volunteer settings what skill are essential for students to prepare themselves for transition into postsecondary life?
 - a. **How can I communicate effectively within a job or volunteer setting?**
 - i. DESE: Show-Me.1.1 Student communicates effectively in small and large groups.

- ii. DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- b. **What is a leader look like within a job or volunteer setting?**
 - i. DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- c. **How can I be a leader within a job or volunteer setting?**
 - i. DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
 - ii. DESE: Show-Me.2.3 Student identifies personal leadership style.
 - iii. DESE: Show-Me.3.1 Student uses self-organization strategies.
- d. **How can I use my leadership skills to plan a volunteer event within a group?**
 - i. DESE: Show-Me.3.2 Student plans and implements events.
 - ii. DESE: Show-Me.3.3 Student uses effective meeting skills.
 - iii. DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
 - iv. DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
 - v. DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
 - vi. DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
 - vii. DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
 - viii. DESE: Show-Me.5.2 Student employs ethical decision making practices.
 - ix. DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
 - x. DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
 - xi. DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
 - DESE: Show-Me.6.3 Student participates in service learning projects

Enduring Understanding/Big Ideas:

1. Transitional Goal-Employability: Demonstrate effective personal skills and characteristics that affect employability potential.
2. Transitional Goal-Self-Advocacy: Demonstrate skills, behaviors and attitudes to responsibly plan and advocate for personal goals.
3. Transitional Goal-Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Job lists Job cards Name cards	<ul style="list-style-type: none">• 2.1 Attendance• 2.2 Calendar• 2.3 Weather• 2.4 Lunch Menu• 2.5 Snack Basket• 2.6 Drink Basket• 2.7 Take Down Chairs• 9.1 Sweep Floor• 9.2 Mop Floor• 9.3 Vacuum Floor• 9.4 Wipe Down Desks• 9.5 Wipe Down Tables• 9.6 Dust• 9.7 Empty Trash• 9.8 Clean Windows and Mirrors• 9.9 Check and Replace• 9.10 Clean Boards• 9.11 Put Up Chairs

Resources for Vocabulary Development:

- Unique Learning System
- News-2-You
- SymbolStix Prime
- Augmentative and Alternative Communication (AAC)

Jobs and Volunteering

Engaging Experience 1

Title: A.M. Jobs List

Suggested Length of Time: *throughout course

Standards Addressed

Priority:

- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.

Detailed Description/Instructions:

- Daily jobs are tasks that students can do within your classroom or school situation. These jobs are assigned to students and can be rotated weekly or as it fits your classroom needs.
- Daily jobs provide repetitive opportunities for students to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations.
 - A large pocket chart is easy to use. All jobs are located in one place and are easily viewable and accessible to all. Generic job cards are presented for this activity. Additional cards may be added as needed.
 - Have students turn over their job cards in the pocket chart when their job is finished. This is a quick way to see when all jobs are complete.
 - Classroom staff should allow the students to be as independent as possible. Do be available if a student approaches and asks for help or if a student needs to be redirected in completing a task correctly.
 - For students with more significant disabilities (level 1), the goal must be to find active ways that the student can participate in jobs. This may include making choices between activities, using physical assistance for participation and using a voice output device to give directions for a specific task or choosing a classmate to be a partner in completing a given job. Look for any means to accommodate physical participation and increase communication during tasks.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 2

Title: P.M. Jobs List

Suggested Length of Time: *throughout course

Standards Addressed

Priority:

- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.

Detailed Description/Instructions:

- Daily jobs are tasks that students can do within your classroom or school situation. These jobs are assigned to students and can be rotated weekly or as it fits your classroom needs.
- Daily jobs provide repetitive opportunities for students to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations.
 - A large pocket chart is easy to use. All jobs are located in one place and are easily viewable and accessible to all. Generic job cards are presented for this activity. Additional cards may be added as needed.
 - Have students turn over their job cards in the pocket chart when their job is finished. This is a quick way to see when all jobs are complete.
 - Classroom staff should allow the students to be as independent as possible. Do be available if a student approaches and asks for help or if a student needs to be redirected in completing a task correctly.
 - For students with more significant disabilities (level 1), the goal must be to find active ways that the student can participate in jobs. This may include making choices between activities, using physical assistance for participation and using a voice output device to give directions for a specific task or choosing a classmate to be a partner in completing a given job. Look for any means to accommodate physical participation and increase communication during tasks.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Scenario

Engaging Scenario

- Going on a Volunteering Trip will be designed as a community-based instruction or “volunteering” to excite and prepare students for employment or postsecondary experiences. The volunteering trip allows students to apply skills learned throughout the course via AM/PM Jobs and/or other activities.

Rubric for Engaging Scenario for entirety of course:

- Minimal Prompts: (3 points) Student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill.
- Moderate Prompts: (2 points) Student responds to some natural cues with verbal, physical or gestural prompts required approximately 50 – 75% of the time for demonstration of the skill.
- Full Prompting: (1 point) Student demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- No Response: (0 points) Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Secondary Rubric for Unit:

Level 3-Students will independently read the job chart and complete daily and weekly job tasks.

Level 2-Students will locate assigned job on the chart and complete assigned job task with decreasing support.

Level 1-Students will participate in classroom jobs with physical assistance or use of assistive technology.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Jobs and Volunteering	A.M. Jobs List	<p>Daily jobs are tasks that students can do within your classroom or school situation. These jobs are assigned to students and can be rotated weekly or as it fits your classroom needs.</p> <p>Daily jobs provide repetitive opportunities for students to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations.</p> <p style="padding-left: 40px;">A large pocket chart is easy to use. All jobs are located in one place and are easily viewable and accessible to all. Generic job cards are presented for this activity. Additional cards may be added as needed.</p> <p style="padding-left: 40px;">Have students turn over their job cards in the pocket chart when their job is finished. This is a quick way to see when all jobs are complete.</p> <p style="padding-left: 40px;">Classroom staff should allow the students to be as independent as possible. Do be available if a student approaches and asks for help or if a student needs to be redirected in completing a task correctly.</p> <p style="padding-left: 40px;">For students with more significant disabilities (level 1), the goal must be to find active ways that the student can participate in jobs. This may include making choices between activities, using physical assistance for participation and using a voice output device to give directions for a specific task or choosing a</p>	ongoing

		<p>classmate to be a partner in completing a given job. Look for any means to accommodate</p> <p>physical participation and increase communication during tasks.</p>	
Jobs and Volunteering	P.M. Jobs List	<p>Daily jobs are tasks that students can do within your classroom or school situation. These jobs are assigned to students and can be rotated weekly or as it fits your classroom needs.</p> <p>Daily jobs provide repetitive opportunities for students to learn practical skills, follow a sequence of steps to complete a task and learn when and how it is appropriate to ask for help in various situations.</p> <p>A large pocket chart is easy to use. All jobs are located in one place and are easily viewable and accessible to all. Generic job cards are presented for this activity. Additional cards may be added as needed.</p> <p>Have students turn over their job cards in the pocket chart when their job is finished. This is a quick way to see when all jobs are complete.</p> <p>Classroom staff should allow the students to be as independent as possible. Do be available if a student approaches and asks for help or if a student needs to be redirected in completing a task correctly.</p> <p>For students with more significant disabilities (level 1), the goal must be to find active ways that the student can participate in jobs. This may include making choices between activities, using physical assistance for participation and using a voice output device to give directions for a specific task or choosing a classmate to be a partner in completing a</p>	ongoing

		given job. Look for any means to accommodate physical participation and increase communication during tasks.	
--	--	---	--

Unit 3: Camping Trip

Subject: Emerging Leaders-Adaptive

Grade: 9-12

Name of Unit: Camping Trip

Length of Unit: 4 weeks

Overview of Unit: This unit addresses leadership skills through the transition skills of problem solving, self-advocacy and recreation and leisure embedded within a “camping” theme.

Priority Standards for unit:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.

- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.
- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in small and large groups	communicates	Apply	2
effectively in print, verbal, and electronic forms	communicates	Apply	2
traits of a good leader and justifies choices	identifies	Understand	2
leadership styles and evaluates their effectiveness	identifies	Understand	2
personal leadership style	identifies	Understand	2
self-organization strategies	uses	Apply	2
Events	plans	Apply	2
Events	implements	Apply	2
effective meeting skills	uses	Apply	2
the structure and processes of an organization	explains	Understand	2
an understanding of group dynamics	demonstrates	Apply	2
problem solving and conflict resolution strategies appropriate for the group	understands	Understand	2
understanding of group process and dynamics	applies	Apply	2
the ability to set, work on and evaluate progress towards goals	demonstrates	Apply	2
ethical decision making practices	employs	Apply	2
the impact of individual decisions on the group	recognizes	Understand	2
an understanding of community diversity and the individual rights of others	demonstrates	Apply	2
in service learning projects	participates	Apply	2

Essential Questions:

1. What leadership competencies are essential for students to prepare themselves for transition into postsecondary life?
 - a. **How can I communicate effectively?**
 - i. DESE: Show-Me.1.1 Student communicates effectively in small and large groups.

- ii. DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- b. **What is a leader?**
 - i. DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- c. **How can I be a leader?**
 - i. DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
 - ii. DESE: Show-Me.2.3 Student identifies personal leadership style.
 - iii. DESE: Show-Me.3.1 Student uses self-organization strategies.
- d. **How can I use my leadership skills to plan an event within a group or team?**
 - i. DESE: Show-Me.3.2 Student plans and implements events.
 - ii. DESE: Show-Me.3.3 Student uses effective meeting skills.
 - iii. DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
 - iv. DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
 - v. DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
 - vi. DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
 - vii. DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
 - viii. DESE: Show-Me.5.2 Student employs ethical decision making practices.
 - ix. DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
 - x. DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
 - xi. DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
 - DESE: Show-Me.6.3 Student participates in service learning projects

Enduring Understanding/Big Ideas:

- 1. Lesson(s)
 - a. Throughout this unit, students have a fun and educational camping experience. This unit's book introduces students to packing things to prepare to go camping. (lesson 1)
 - b. Students will work together to design and create a flag for camp. (lesson 6)
 - c. Students learn about all the fun activities campers do. (lesson 9)

- d. Students learn about food items that are typically served while camping. (lesson 11)
 - e. Students will learn about proper procedures and safeguards for using online communication, and how to make plans to keep in touch via email or phone calls. (lesson 14)
 - f. Students will make their own seat cushion to sit-upon, and one for their guest. (lesson 26)
2. Observational:
- a. employability
 - b. social strategies
 - c. self-advocacy
 - d. daily living
 - e. communication

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
packing for camping (1)	camp swim boots swimsuit sunscreen sleeping bag camera cabin hike book illustration/picture illustrator cover story read author title
a camp flag (6)	camping camper flagpole answer ask

	directions follow listen respond skill work
food at camp (11)	camp campfire camper book chapter cover title author illustrator illustration/picture read
fun at camp (9)	camp swim camper flagpole canoe team hike arts and crafts
staying in touch (14)	camp camper book title illustration/picture chapter author read cover illustrator
making a sit-upon (26)	camp arts and crafts

	problem process solution solve
--	---

Resources for Vocabulary Development:

- Unique Learning System
- News-2-You
- SymbolStix Prime
- Augmentative and Alternative Communication (AAC)

Camping Experience

Engaging Experience(s)

Title: Packing for camping

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: This unit's leveled book, *Packing for Summer Camp*, introduces students to Tina as she packs things to prepare to go to camp.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 2

Title: A camp flag

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: In chapter 2 of the leveled book, Tina and the other campers meet at the flagpole in the center of camp. Students will then work together to design their own camp flag.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 3

Title: Food when camping

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: In the next chapter of the leveled book, students learn about food items that are typically served at camp.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 4

Title: Fun camping

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: In the next chapter of the leveled book, students learn about all of the fun activities Tina and the campers get to do at camp.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 5

Title: Staying in touch

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.

- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: In the final chapter of the leveled book, campers say goodbye to their friends and make plans to keep in touch via email and phone calls. Students will learn about proper procedures and safeguards for using online communication.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Scenario 6

Title: Making a sit-upon

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: Students will experience the arts and crafts portion of summer camp by making a sit-upon (seat cushion).

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) After a series of lessons, which covers various aspects of planning and preparing a camping trip, in addition to the leadership skill necessary to do so; students will invite guests within the school, whom they may have collaborated with during the lessons leading up to the camping trip, thus culminating in a simulated camping experience within the school setting.

Rubric for Engaging Scenario:

- Minimal Prompts: (3 points) Student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill.
- Moderate Prompts: (2 points) Student responds to some natural cues with verbal, physical or gestural prompts required approximately 50-75% of the time for demonstration of the skill.
- Full Prompting: (1 point) Student demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- No Response: (0 points) Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Camping Experience	Packing for Camping	This unit's Leveled Book, <i>Packing for Summer Camp</i> , introduces students to Tina as she packs her things to prepare to go to camp.	1-2 days
Camping Experience	A Camp Flag	In chapter 2 of the leveled book, Tina and the other campers meet at the flagpole in the center of camp. Students will then work together to design their own camp flag.	1-2 days
Camping Experience	Food When Camping	In the next chapter of the leveled book, students learn about food items that are typically served at camp.	1-2 days
Camping Experience	Fun Camping	In the next chapter of the leveled book, students learn about all of the fun activities Tina and the campers get to do at camp.	1-2 days
Camping Experience	Staying In Touch	In the final chapter of the leveled book, campers say goodbye to their friends and make plans to keep in touch via email and phone calls. Students will learn about proper procedures and safeguards for using online communication.	1-2 days
Camping Experience	Making a Sit-Up	Students will experience the arts and crafts portion of summer camp by making a sit-upon (seat cushion).	1-2 days

Unit 5: Traditions

Subject: Emerging Leaders-Adaptive

Grade: 9-12

Name of Unit: Traditions

Length of Unit: 4 weeks & *throughout the course

Overview of Unit: This unit addresses leadership skills through the transition skills of problem solving, self-advocacy and recreation and leisure embedded within a “camping” theme.

Priority Standards for unit:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting Standards for unit:

- *Employability* looks at general work habits, time on task and direction following.
- *Social Strategies* looks at appropriate social behaviors and language that cross into multiple settings and partners.

- *Self-advocacy* looks at basic skills for showing preferences, making decisions and taking responsibility for self.
- *Daily Living* looks at general daily living functions, such as performing basic cleaning, cooking and self-help skills, following schedules and managing money.
- *Communication* looks at general communication functions, such as response to interactions, conversational turn-taking skills and communication posture.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
effectively in small and large groups	communicates	Apply	2
effectively in print, verbal, and electronic forms	communicates	Apply	2
traits of a good leader and justifies choices	identifies	Understand	2
leadership styles and evaluates their effectiveness	identifies	Understand	2
personal leadership style	identifies	Understand	2
self-organization strategies	uses	Apply	2
events	plans	Apply	2
events	implements	Apply	2
effective meeting skills	uses	Apply	2
the structure and processes of an organization	explains	Understand	2
an understanding of group dynamics	demonstrates	Apply	2
problem solving and conflict resolution strategies appropriate for the group	understands	Understand	2
understanding of group process and dynamics	applies	Apply	2
the ability to set, work on and evaluate progress towards goals	demonstrates	Apply	2
ethical decision making practices	employs	Apply	2
the impact of individual decisions on the group	recognizes	Understand	2
an understanding of community diversity and the individual rights of others	demonstrates	Apply	2
in service learning projects	participates	Apply	2

Essential Questions:

1. What leadership competencies are essential for students to prepare themselves for transition into postsecondary life?
 - a. **How can I communicate effectively?**
 - i. DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
 - ii. DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.

- b. **What is a leader?**
 - i. DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- c. **How can I be a leader?**
 - i. DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
 - ii. DESE: Show-Me.2.3 Student identifies personal leadership style.
 - iii. DESE: Show-Me.3.1 Student uses self-organization strategies.
- d. **How can I use my leadership skills to plan an event within a group or team?**
 - i. DESE: Show-Me.3.2 Student plans and implements events.
 - ii. DESE: Show-Me.3.3 Student uses effective meeting skills.
 - iii. DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
 - iv. DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
 - v. DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
 - vi. DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
 - vii. DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
 - viii. DESE: Show-Me.5.2 Student employs ethical decision making practices.
 - ix. DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
 - x. DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
 - xi. DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
DESE: Show-Me.6.3 Student participates in service learning projects

Enduring Understanding/Big Ideas:

- 1. Lesson(s)
 - a. Throughout this unit, students have a fun and educational camping experience. This unit's book introduces students to packing things to prepare to go camping. (lesson 1)
 - b. Students will work together to design and create a flag for camp. (lesson 6)
 - c. Students learn about all the fun activities campers do. (lesson 9)
 - d. Students learn about food items that are typically served while camping. (lesson 11)

- e. Students will learn about proper procedures and safeguards for using online communication, and how to make plans to keep in touch via email or phone calls. (lesson 14)
 - f. Students will make their own seat cushion to sit-upon, and one for their guest. (lesson 26)
2. Observational:
- a. employability
 - b. social strategies
 - c. self-advocacy
 - d. daily living
 - e. communication

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● embedded w/in lesson plans w/in folder 	<ul style="list-style-type: none"> ● embedded w/in lesson plans w/in folder

Resources for Vocabulary Development:

- Unique Learning System
- News-2-You
- SymbolStix Prime
- Augmentative and Alternative Communication (AAC)

Traditions

Engaging Experience 1

Title: Symbol Supported Holidays

Suggested Length of Time: ongoing

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: See full lesson plan in topics folder.

Learn within your classroom by using these symbol-supported holiday articles.

- Eid al-Adha
- Labor Day
- Grandparents Day
- Patriot Day
- Hispanic Heritage Month
- Constitution Day
- Rosh Hashanah
- Autumn Begins
- Yom Kippur
- Columbus Day
- Thanksgiving (Canada)
- United Nations Day
- Make a Difference Day
- Halloween
- Daylight Saving Time (DST) Ends
- Election Day (U.S.)
- Veterans Day / Remembrance Day
- Thanksgiving (U.S.)
- Pearl Harbor Day
- Hanukkah
- Winter Begins
- Christmas
- Boxing Day
- Kwanzaa
- New Year's Eve

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Experience 2

Title: Winter Holidays

Suggested Length of Time: 4 weeks

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.3.2 Student plans and implements events.
- DESE: Show-Me.3.3 Student uses effective meeting skills.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.
- DESE: Show-Me.4.3 Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.
- DESE: Show-Me.6.3 Student participates in service learning projects

Supporting:

- *All primary and supporting standards will be addressed through ongoing instruction which is embedded to address the transition readiness skill area(s) of employability, communication, self-advocacy, daily living and social strategies.*

Detailed Description/Instructions: See full lesson plan in topics folder. *It's a Tradition* is based on the traditions and practices of cultures during the winter holiday season. The focus of this unit is to provide a view into a variety of cultures to allow for participation and acceptance of the vastly different traditions and holidays celebrated across the country.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: See full lesson plan in topics folder with built-in checklist in addition to core rubrics folder rubrics covering employability, communication, self-advocacy, daily living and social strategies. These are designed to record observational information on the current abilities of students with cognitive and multiple disabilities within the daily instructional tasks.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) After a series of lessons, which covers various aspects across traditions and cultures; students will have a series of culminating activities, the below is a snapshot example into one of the lesson(s) however several more are outline in further detail w/in the full sets lesson.

- Culture Cube
 - Introduce the activity by asking a focus question about Traditions or Holiday. For example, ask, "What is celebrated during Winter Break?" Discuss students' responses.
 - Review the definition of culture with students. Discuss how everyone has a different culture.
 - Tell students they will be making a Culture Cube to give as gift.
 - Review the learning goal with students: I will follow directions to make a culture cube to give to another person.

Rubric for Engaging Scenario:

- Minimal Prompts: (3 points) Student responds to natural cues during the activity with only periodic direct verbal, physical or gestural prompts to demonstrate the skill.
- Moderate Prompts: (2 points) Student responds to some natural cues with verbal, physical or gestural prompts required approximately 50-75% of the time for demonstration of the skill.
- Full Prompting: (1 point) Student demonstrates only minimal skill performance without direct verbal, physical or gestural prompts for interaction.
- No Response: (0 points) Student does not show any response or refuses to respond, even with natural cues and/or physical, verbal or gestural cues.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Traditions	Symbol Supported Holidays	<p>See full lesson plan in topics folder. Learn within your classroom by using these symbol-supported holiday articles.</p> <ul style="list-style-type: none"> ● Eid al-Adha August 31-September 1, 2017 ● Labor Day September 4, 2017 ● Grandparents Day September 10, 2017 ● Patriot Day September 11, 2017 ● Hispanic Heritage Month September 15-October 15, 2017 ● Constitution Day September 17, 2017 ● Rosh Hashanah September 20-September 22, 2017 ● Autumn Begins September 22, 2017 ● Yom Kippur September 29-September 30, 2017 ● Columbus Day October 9, 2017 ● Thanksgiving (Canada) October 9, 2017 ● United Nations Day October 24, 2017 ● Make a Difference Day October 28, 2017 ● Halloween October 31, 2017 ● Daylight Saving Time (DST) Ends November 5, 2017 ● Election Day (U.S.) November 7, 2017 ● Veterans Day / Remembrance Day November 11, 2017 ● Thanksgiving (U.S.) November 23, 2017 ● Pearl Harbor Day December 7, 2017 ● Hanukkah December 12-December 20, 2017 ● Winter Begins December 21, 2017 ● Christmas December 25, 2017 ● Boxing Day December 26, 2017 	Ongoing

		<ul style="list-style-type: none"> • Kwanzaa December 26, 2017-January 1, 2018 • New Year's Eve December 31, 2017 	
Traditions	Winter Holidays	<p>See full lesson plan in topics folder</p> <p><i>It's a Tradition</i> is based on the traditions and practices of cultures during the winter holiday season. The focus of this unit is to provide a view into a variety of cultures to allow for participation and acceptance of the vastly different traditions and holidays celebrated across the country.</p>	4 weeks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.