

Unit 04: Community Engagement

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers

and experts, and present ideas for feedback through social media or in an online community.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.C

Design: The design process is a systematic approach to solving problems.

TECH.8.2.12.C.2

Analyze a product and how it has changed or might change over time to meet human needs and wants.

TECH.8.2.12.C.6

Research an existing product, reverse engineer and redesign it to improve form and function.

TECH.8.2.12.E

Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

TECH.8.2.12.E.1

Demonstrate an understanding of the problem-solving capacity of computers in our world.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.K-12.NJSLSA.SL

Speaking and Listening

Comprehension and Collaboration

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.K-12.NJSLSA.L

Language

Conventions of Standard English

LA.K-12.NJSLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.K-12.NJSLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

LA.K-12.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

LA.K-12.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.

LA.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

LA.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their

	own views.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.9-10	Language
	Conventions of Standard English
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to be successful outside of the classroom setting, students must have an understanding and demonstrate the ability to participate appropriately while in the community . Multiple concepts are involved with community participation, such as being able to shop (i.e., groceries, clothing), being able to order food and eat at a restaurant, as well as being able to communicate effectively over the phone. By having an understanding of basic community skills, students will be better able to function independently within the community and various environments. Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some

students and not introduced to others. Instructors should modify instruction accordingly.

*Note to instructors: This unit was developed using the Assessment of Functional Living Skills (AFLS)- Community Participation Skills Assessment Protocol. Some areas of focus were developed verbatim, while others were elaborated upon. *Denotes information obtained directly from the AFLS. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.*

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Community Participation Skills Assessment Protocol. Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

Essential Questions

- Do I have an overall understanding of my community (i.e., community signs, helpers, places, etc.)?
- Do I have an overall understanding of how to shop for needed items (i.e., clothing, food)?
- Do I know how to order food and eat appropriately at a public restaurant?
- Do I know how to make and answer phone calls while using appropriate manners?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The development of community participation skills are crucial for students to be able to live and function within their daily environment.
- Being able to participate and function within the community with the least amount of support are key steps towards increasing independence.
- Mastery of skills used on a daily basis such as shopping at a local grocery or clothing store, being able to order

food and eat appropriately at a public restaurant as well as being able to utilize and communicate effectively using the phone are necessary in order to be as successful and independent as possible within various environments.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will be able to receptively identify and expressively label safety and community signs, as well as community helpers.
- The student will identify crosswalks and when it is safe to cross at a traffic light.
- The student will receptively identify and expressively label where certain items in the community can be found (i.e., food at the grocery store).
- The student will identify when it is appropriate to call or seek help and be able to describe their problem specifically during times of needed assistance.
- The student will be able to utilize the phone appropriately.
- The student will be able to participate appropriately in a store.
- The student will be able to shop for items on a list while being sure he/she has enough money to purchase all of the needed items.
- The student will be able to check out of a store appropriately.
- The student will improve their understanding of how to shop for specific items (i.e., clothing size, fruits vs. vegetables, etc).
- The student will be able to dine in public using appropriate table manners.
- The student will be able to use and explain items on a table and why they are used.
- The student will be able to look at the menu, select their item (mentally) and order from the waiter.
- The student will be able to answer and make calls on the telephone.
- The student will understand the events for which 911 should be called, and will know how to dial 911 in the event of an emergency.
- The student will be able to state who is on the phone after answering to the nearest adult or staff member.
- The student will be able to relay any messages given to the nearest adult or staff member.
- The student will provide information as appropriate (i.e., where someone is, when they will be back, etc.)
- The student will know how to look up contact numbers from their cell phone or contact list sheet as needed.
- The student will be able to send and receive emails using appropriate wording.

Skills

Skills

Student will be skilled at ...

1. Community knowledge:

- *Basic Knowledge of Community: the student will be able to identify and label community signs, buildings and helpers (i.e., police officers, firemen, etc.), utilize crosswalks and understand traffic signals, know who to reach out to within the community should an emergency occur, specifically explains a problematic situation and provides necessary details.

2. Community Participation:

- *Shopping skills: the student will be able to make and follow a grocery/shopping list, utilize store signs to navigate their way through a store, knows whom to contact should they need assistance finding an item, identifies prices of items and determines whether or not they have enough money for the purchase, knows where to find the checkout line and waits appropriately if line is long, hands the cashier an appropriate amount of money or type of payment, and waits for change as needed.
- *Eating in Public: the student will be able to look at a menu, make a selection and orders through the waiter/cashier, understand whether or not they have enough money for desired meal, utilize utensils and place settings, know where to get additional napkins or other needed items, identifies clean vs. dirty table, throw away trash in appropriate receptacle and cleans up eating space.
- *Phone skills: the student will be able to answer and make phone calls in various environments, will know how and when to dial 911 if needed, will relay phone messages taken in a timely manner to the appropriate person, knows how and where to find contact information.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Websites:

http://cdd.unm.edu/autism/pdfs/autism-portal-briefs/15-9_Community-Participation.pdf

<https://www.amazon.com/dp/B00ZPTZOQG?tag=bfjeff-20&ascsubtag=4585415%2C13%2C23%2Cd%2C0%2C0%2Cbf%2C215%3A1%3B206%3A1>

<https://www.thoughtco.com/functional-skills-for-students-independence-3110835>

<https://www.moneyinstructor.com/lesson/telephoneskillslp.asp>

<http://literacynet.org/esl/minigrants/telephoneskills/lessonplans.pdf>

<http://promotingsuccess.blogspot.com/2013/09/life-skills-activities-for-special.html>

<https://www.teacherspayteachers.com/Product/Life-Skills-Restaurant-SkillsEating-Out-1652497>

https://sites.google.com/a/my.canisius.edu/mary_mietlicki/unit-plans/functional-skills-restaurant-etiquette/lesson-3-ordering-at-a-fast-food-restaurant

Article by Stephanie Ekis, MS, CCC-SLP

To wrap up National Safety Month, I thought that I should spend a little time talking about safety signs. Safety signs and signals is the primary way of communicating health and safety information. Learning about these signs is a valuable skill that all children should acquire.

Download the safety signs symbols, pictured to the left, and use the tips below to create opportunities for your child to practice and learn what these symbols mean.

Tip 1: Go on a safety sign scavenger hunt.

Print out Safety Sign symbols and cut them apart. Create flashcards to use in the car or on a walk around the neighborhood to match with signs you find in the community.

Tip 2: Play a game.

Print out 2 copies of the Safety Sign symbols and cut them apart to make little cards. Use the cards to play a memory game and match the pairs. Talk about each symbol when they are matched with the mate. You could also play Go Fish with the same cards!

Tip 3: Read a book.

Use the Safety Sign symbols and match to those found in the book. Listed below are a couple of books that you might find in the library.

- I Read Signs (by Tana Hoban)
- I See a Sign (by Lars Klove)

Tip 4: Learn about the meaning behind the shapes and colors used on safety signs.

Help your child generalize meaning of signs by exploring the shapes and colors used for safety signs.

<http://www.trafficsign.us/signcolor.html>

<http://www.safetysigns-mn.com/traffic-control/work-zone-protection/permanent-signs/sign-shapes-colors/>

Hint: If your child is nonverbal, use a color and shapes communication board to allow your child to participate in this activity.

Tip 5: Write a safety Social Story™.

To learn more about Social Stories, see the February 2012 article titled, Social Stories™: What are they and how can I use them to support my child?

Hint: Download the . **Summer Safety Book** This is a good example of a safety social story.

Formative Assessment Strategies

Formative Assessment Strategies

- Task Analysis
- Teacher generated quizzes and checklists
- Parent questionnaire or interview regarding applied skills in the home
- AFLS-Independent Living & Community Participation Protocols
- Student Self-Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Learning Activities: Most of the learning activities should take place using mock situations and group lessons within the classroom and school environment. Once students have a general understanding of the targeted skills, generalization of skills is recommended to be tried outside of the school setting within the community and vocational environments using Community Based Intervention (CBI's).

The following locations are suggested sites to conduct CBI's:

- Grocery Stores: Acme, Aldi, ShopRite, Wegman's
- Clothing and Convenience Stores: CVS, Walgreens, Target, Walmart
- Restaurants: Westmont Bagel, McDonald's, Stella Pizza

Basic Knowledge of Community:

- Lessons targeting the identification and labeling of community signs and what they mean
 - CBI's within Collingswood and local communities
 - Scavenger hunts within community
- Lessons reviewing community helpers and their role within the community.
- Activities focusing on hypothetical problems for which community helpers might be involved.
- Role play activities targeted the use of descriptive language for various problems (i.e., I lost my wallet, on Park Ave. in the afternoon, etc.).
- Utilization of personal contact information binder to assess students on whom they should contact in the event of any emergency.

Shopping Skills: It is recommended that all students have a wallet for which to hold any money given to them for CBI's.

- Activities focusing on the identification and labeling of items found in various stores (i.e., grocery store, clothing and convenience stores).
- Supermarket item sorting and bagging activities
- Development of grocery store list based on classroom food supply inventory.
- Discussions on the layout of grocery stores (i.e., produce, dairy, meats on the outside aisles etc).
- Activities using various clothing items and how to determine which size is best.
 - Students should understand the difference between sizing (i.e., S, M, L, XL),
- Pricing activities
 - How to identify the price of an item, sale price if applicable, etc.

Eating in Public:

- Mock menu reading and food selections
- Use of role play activities for students involving small groups:
 - 1 student can be a waiter, another a customer. Have students practice ordering and asking questions about menu specific items (i.e., Is the meal spicy?)
- Lessons targeting the reading of various menus from various restaurants and where to find appetizers, lunches, dinners, etc.
- Videos depicting how to order food, clean vs. dirty tables, observing personal space in larger eating areas (i.e., cafeteria, food court, etc).
- Lesson focusing on the utilization of various utensils and place settings.
 - Mock restaurant activities

Phone Skills:

- Lessons discussing appropriate phone manners (i.e., saying hello, asking “Who is calling?”)
- Role play and mock lessons focusing on answering the phone and making phone calls.
- Use of classroom phone
 - Assigning a different student weekly to answer the phone and hand to teacher in appropriate manner.
- Lessons discussing when it is appropriate to call 911.
- Use of personal binders holding emergency contact information and when to use it.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson

being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

