

# Unit 04: IV. Community Participation

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

## Standards Alignment

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### New Jersey Student Learning Standards

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HPE.2.2.4.E	Health Services and Information
HPE.2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
HPE.PK.2.3	Children begin to develop an awareness of potential hazards in their environment.
HPE.PK.2.3.3	Identify community helpers who assist in maintaining a safe environment.
AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.3	Share knowledge and participate ethically and productively as members of our democratic society.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.3.3	Responsibilities
AAAA.K-12.3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
AAAA.K-12.3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
SFLS.PK.6.3	Children demonstrate knowledge of neighborhood and community.
SFLS.PK.6.3.1	Develop an awareness of the physical features of the neighborhood/community.
SFLS.PK.6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
SFLS.PK.6.4	Children develop an awareness of the cultures within their classroom and their community.
SFLS.PK.6.4.1	Learn about and respect other cultures within the classroom and community.

### Integration of Career Readiness, Life Literacies and Key Skills

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12.9.3.HU	Human Services
12.9.3.HU-PC	Personal Care Services
12.9.3.HU-PC.6	Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
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**

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TECH.8.1.8	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.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
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.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RL.11-12	Reading Literature
	Key Ideas and Details
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Craft and Structure
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Integration of Knowledge and Ideas
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live

production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.W.11-12	Writing
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  Comprehension and Collaboration
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- LA.K-12.NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LA.SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- LA.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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see Crosswalks

**21st Century Life and Careers**

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**Stage I: Desired Results**

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**Transfer/Overview/Rationale**

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Transfer / Overview / Rationale
<p>Unit Rationale  The purpose of this unit...</p> <p>All adults must develop a basic understanding of the resources available to them in their community, have knowledge how to access them safely and effectively, and exercise their ability to do so. This unit addresses skill areas needed for a positive transition into the community. This domain includes transportation, awareness of and access to community resources, and consumer skills.</p>

*Note for Instructors: This unit aligns with the AFLS-Independent Living Protocol-Pages 24—35, 53-56; AFLS-Community Participation Protocol and Casey Life Skills-Housing & Money Management-Select Portions (Shopping & Transportation).*

## **Meaning**

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## **Essential Questions**

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### Essential Questions

- What resources are in my community and how do I gain access to them?
- What upcoming events are scheduled to take place in my community and how do I access them?
- How do I use public transportation, purchase tickets, and read a schedule?
- How do I participate in the voting process?
- How do I purchase a car and obtain a driver's license?
- What are my rights and responsibilities as an individual with a disability?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Learning about the community you live in increases your access to resources and supports, leisure and recreation activities, personal development, career advancement and networking, and overall independence and autonomy.

## **Acquisition (Student Learning Objectives)**

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## **Knowledge**

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### Knowledge

Students will know...

## Basic Mobility

- Demonstrates knowledge of pedestrian travel skills
- Knows how to identify and respond appropriately to environmental cues (e.g., signs, sirens, lights)
- Knows how to effectively navigate buildings

## Community Knowledge

- Locates & participates in leisure, recreation, and community activities
- Locates and uses community services (e.g., stores, banks, medical facilities, recreation facilities, health department, police department, social services)
- Completes paperwork for medical treatment, community services, insurance, etc.
- Plans and acquires wardrobe (e.g., select appropriate clothes, compare prices)

## Community Travel

- Knows how to use maps and navigation tools to travel around the community
- Understands how to locate key information about desired destination (e.g., address, hours, services)
- Have the ability to use a variety of means of public transportation (e.g., bus, train, taxi, and shuttle)
- Selects appropriate method of transportation for distance, location, and time of day
- Knows how to read a train or bus schedule
- Possesses required transportation documentation (e.g., driver's license, bus pass)
- Organizes transportation (e.g., carpool partners, door-to-door bus or cab service)
- Know how to navigate throughout community using preferred mode of transportation
- If driving, knows of automotive maintenance schedules and routines

## Shopping

- Knows how to navigate stores and make smart purchases from food and clothing stores
- Understands basic knowledge of what vehicles cost and how to purchase them

## Law & Politics

- Has awareness of relevant local, state, and federal/national laws and basic individual rights;
- Knows how to participate in the voting and political decision making process
- Has basic understanding of government and political processes
- Understands rights as a person with a disability
- Understands basic citizen responsibilities (e.g., abiding laws, taxes, jury duty)

## Skills

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### Skills

Student will be skilled at ...

**A. Basic Mobility:** (*AFLS-Community Participation Protocol-Pages 1-8*) is conscientious of environment and adjust pace, gait, proximity to others; appropriate behavior in community (personal space, social skills, behavior, volume control, etc.), stays on sidewalk, uses cross walk, obeys safety rules, street signs, and traffic lights; stays with job coach, caregiver, or group when appropriate; demonstrates safety awareness and engages in appropriate behavior across a variety of settings (in street, sidewalk, parking lot, crossing driveway), safely gets in and out of vehicles, engages in safe and appropriate behavior in vehicles; demonstrates mastery of using escalator, elevator, rotating doors.

**B. Community Knowledge:** (*AFLS-Community Participation Protocol-Pages 9-14*)

1. Safety: Identify safety and community signs (Exits, restrooms, Do Not Enter, Hospital, etc.), identify community helpers, has personal and medical identification when in community, can provide personal information from memory (full name, phone number, address, caregivers' names); understand how to interact with law officials and what to do if stopped by the police.

2. Locations and Resources: can list community resources (*e.g., park, library, museum, police department, grocery store, doctor's office, hospital, music venues, movie theater and rental, bowling alley, gym, etc.*); can describe locations and events while on an outing, can identify what is found in a variety of community locations (park, library, art museum, etc.); identifies who to ignore and approach in public; understands how to ask for directions or help; adjusts plans as needed.

3. Awareness of and Access to Community Events and Opportunities

- a. Awareness of events: is able to locate community and local events by searching social media, posts, newspaper ads, emailing lists, web subscriptions, web pages, community web pages, etc.
- b. Attending events or venues: can find locations and listings of local venues/places for entertainment (WXPN free at noon concerts, cafes, theaters, bowling alleys, parks, music/sports venues); online purchasing tickets for events (movies, sporting events, concerts); can gauge appropriateness and safety of things occurring at these events; understanding rules and policies of events; and knows to avoid going alone and understands what to avoid at these events.

**C. Community Travel** (*AFLS-Independent Living Protocol-Pages 24-28*)

1. Travel planning: knowledge of community services, describes location of key locations in community, can locate key information for community places (numbers, addresses, hours, features...yelp, google, etc.), can use map, navigation tools (GPS), can estimate time, can use printed directions, plans multiple destinations/stops, understands safety signs and best routes for travel (off-limit or unsafe routes such as parks afterhours, unsafe

neighborhoods, places with no sidewalks, etc.); reviews weather each day to plan for best travel plans and attire (includes umbrella)

2. Transportation (AFLS-Independent Living Protocol-Pages 29-35)

- a. Public transportation: can decide which type of transportation would be best (pedestrian, bike, public transportation, cab, Link); can locate transportation stops, can use electronic application or paper schedule to find timetables/schedules, can buy appropriate tickets/passes, can navigate train station, understands appropriate public transportation behavior (phone use, sitting in empty seat, talking to strangers, odd people, keeping personal belongings secure, no eating, no loud music, no sitting in handicap spots unless is allowed, no staring), pulls string on bus for stop
- b. Driving: understands how to acquire and maintain a license; understands and obeys laws; demonstrates vehicle maintenance and repairs and insurance/registration, secures items; knows who to contact if breaks down; secures vehicle and parks appropriately (reads signs, pays meters); understands what to do during a police stop; knows how to pay parking and traffic tickets; understands what to do in accident.
- c. Air Travel: knows how to check in, locate gate, follow procedures; packs appropriately (bag limits, appropriate clothing, carryon, etc.); understands what to expect

**D. Shopping** (AFLS-Community Participation Protocol-Pages 29-35)

1. Basic Shopping skills: can use a variety of means of currency (coins, money, debit cards, credit cards, gift cards, etc.) to purchase items from a variety of sources (vending machine, store, online, etc.); can identify appropriate store or website to get a variety of different items; can identify appropriate department for each type of item (bakery, shoe, meat, can goods, toiletries, etc.).
2. Independent Shopping (AFLS-Independent Living Protocol-Pages 53-56)
  - a. Shopping: makes lists, compares prices/sales, selects appropriate amount to buy, selects items based on cost/value, calculates estimated price of purchases, can seek assistance while out, online purchasing.
  - Purchasing: understands how to use debit/credit/rewards/gift cards; uses self-checkout, saves receipts for certain purchases (clothes, technology, etc).

(AFLS-Community Participation Protocol-Pages 29-35)

1. Food shopping: understands how to locate items in store and follows lists, compares prices and preferences, gets in appropriate line, appropriately pays and gets change and receipt, sorts groceries appropriately, stores food appropriately in home.
2. Clothing shopping: can identify stores and websites to purchase clothing; can accurately identify size of a variety of clothing items (t-shirt, dress shirt, pants, socks, underwear, bra, etc.); understands how to use a dressing room, how to return clothing (receipt, tags intact, unworn).
3. Purchasing a car: understands various means of searching for a car; understands what financing means and has basic understanding of how to purchase a car; comparison shops and considers budget and practicality.

**E. Eating in Public**: waits to order and be seated, understands how to request wants and needs (how many in party, booth, etc.), understands how to read/order from a menu, handles incorrect order, uses appropriate utensils, demonstrates appropriate etiquette, orders correct amount of food, ensures has enough money, knows how to split check and calculate tip.

**F. Law & Politics**: demonstrates awareness of relevant local, state, and federal laws and individual rights; understands how to participate in the voting and political decision making process; has basic understanding of government and political processes; understands rights as a person with a disability; understands basic citizen responsibilities (e.g., abiding laws, taxes, recycling, jury duty).

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

#### **UNIT 4-COMMUNITY PARTICIPATION**

#### **RESOURCES**

##### **BOOKS:**

- **Life Skills Activities for Secondary Students with Special Needs**
  - Chapter 14 Travel
  - Chapter 15: Clothing
  - Chapter 18: Shopping
- **Life Skills Activities for Secondary Students with Special Needs**
  - Chapter 8: Social Skills in the Community (Worksheet pages 333-348)
    - Having Respect for Property of Others
    - Demonstrating Good Manners Towards Others
    - Respecting Community Authority Figures
    - Being Aware of Local Issues
    - Supporting Efforts to Improve the Community
    - Dealing with Unhelpful People
    - Volunteering at Agencies
    - Your Local Newspaper
    - Helping Each other
    - Promoting Your Community
    - Getting to Know People in Your Community
    - Participating in Community Events
- **Taking Care of Myself:**
  - Social stories related to dining out and going on community outings
- **Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own**
  - Chapter 5: Maintaining the Basics: Your Car
  - Chapter 6: Eating in and Dining Out
  - Chapter 7: Being a Savvy Consumer
  - Chapter 8: Staying Connected
- **AFLS-Independent Living & Community Participation Protocols**
- **What are My Rights-95 Questions and Answers about Teens and the Law** (What are My Rights?) - This easy to read resource helps people understand the important parts of the law they may encounter during their life. It covers responsibilities and rights.

##### **PRINTABLE LESSONS, MATERIALS & WORKBOOKS**

**Making My Mark Independent Living Guide : Lesson 10 (Travel)**

[http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final\\_508.pdf](http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final_508.pdf)

**Moving On Binder: Section 5: School/Community Participation** <https://sites.google.com/a/cloud.ifschools.org/d91-special-education-secondary-transition/home/moving-on-binder>

**CaseyDL-Resource Guide-Housing & Money Management (Transportation & Shopping)**  
[https://caseylifeskills.secure.force.com/clsa\\_cw\\_assessmentResponses?id=a07U000000oobKTIAY#Daily\\_Living](https://caseylifeskills.secure.force.com/clsa_cw_assessmentResponses?id=a07U000000oobKTIAY#Daily_Living)

**Casey-Preparing Adolescents For Young Adulthood (PAYA) Lessons & Activities**

Module 4: Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>

Module 1: Money, Home and Food Management Workbook

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>

**Youth@Work Discrimination Manual (70 pages of lessons and activities)**

**Student Manual:** [https://www.eeoc.gov/youth/downloads/student\\_manual.pdf](https://www.eeoc.gov/youth/downloads/student_manual.pdf)

**Teacher Manual:** [https://www.eeoc.gov/youth/downloads/teacher\\_manual.pdf](https://www.eeoc.gov/youth/downloads/teacher_manual.pdf)

**CDC-Teen Worker Safety & Health Curriculum**

**Powerpoint:**

<http://www.cdc.gov/niosh/talkingsafety/states/nj/2015-148/default.html>

**Workbook:** [http://www.cdc.gov/niosh/talkingsafety/states/nj/2015148/pdfs/Talking\\_Safety\\_NJ.pdf](http://www.cdc.gov/niosh/talkingsafety/states/nj/2015148/pdfs/Talking_Safety_NJ.pdf)

Companion Video: <http://www.cdc.gov/niosh/talkingsafety/video.html>

**OTHER INTERNET RESOURCES:**

Collingswood-Video Tours of Community: <http://www.collingswood.com/node/7696>

Directory of local businesses: <http://www.collingswood.com/directory/listings>

Local arts, entertainment, shopping, dining, parks , recreation, government, events, and networks: Collingswood: <http://www.collingswood.com/>

Haddon township: [http://www.haddontwp.com/?page\\_id=145](http://www.haddontwp.com/?page_id=145)

Camden County Parks Guide: <http://www.camdencounty.com/2016Guide>

**Local Restaurant Ratings, Info, and RSVP:**

Yelp <http://www.yelp.com/c/collingswood-nj-us/restaurants>

**Local Events in Southern New Jersey & Philadelphia**

Uwishu <http://www.uwishunu.com/tag/south-jersey/#sm.001owukqp1c87ezytsi1e9d8xr2yn>

**Transportation:**

PATCO: <http://www.ridepatco.org/>

NJ Transit: [http://www.njtransit.com/hp/hp\\_servlet.srv?hdnPageAction=HomePageTo](http://www.njtransit.com/hp/hp_servlet.srv?hdnPageAction=HomePageTo)

**Access Link:** [http://www.njtransit.com/tm/tm\\_servlet.srv?hdnPageAction=AccessLinkTo](http://www.njtransit.com/tm/tm_servlet.srv?hdnPageAction=AccessLinkTo)

**Collingswood Newspaper:** <http://theretrospect.com/>

**Legal Rights of Teens:** [http://www.kidscounsel.org/legalresources/legalresources\\_teenrights/legal-rights-info-for-teens-2/](http://www.kidscounsel.org/legalresources/legalresources_teenrights/legal-rights-info-for-teens-2/)

**Ticketmaster:** <http://www.ticketmaster.com/>

**Navigation Website/App:** <https://www.google.com/maps>

### **RESOURCES ALIGNED WITH SPECIFIC SKILL AREAS**

The five resources\* listed below align with select portions of the Casey Life Skills Resource Guide- Housing & Money Management (attached). The section below lists resources as they align with both specific AFLS skill areas (Independent Living Skills and Community Participation Protocols) and CLS skills, and many are from Casey Family Organization.

\*I'm Getting Ready ... I CAN DO IT! (I'm Getting Ready) <http://www.itsmymove.org/docs/resources/imgettingready.pdf>

\*I Can Do It! A Micropedia of Living on Your Own (I Can Do It) –<https://www.wcdsb.ca/spec-ed/dl/workplace/pdf/info/3.pdf>

\*Ready, Set, Fly! A Parent's Guide to Teaching Life Skills  
<http://www.casey.org/cls/resourceguides/subdocs/ReadySetFly.pdf>

\*Casey-Preparing Adolescents For Young Adulthood (PAYA) Lessons & Activities

Module 4: Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>

**\*I Know Where I'm Going, But Can My Cash Keep Up?** (Older students):

<http://www.itsmymove.org/docs/resources/I-Know-Where-I'm-Going-Part-One.pdf>

<http://www.itsmymove.org/docs/resources/I-Know-Where-I'm-Going-Part-Two.pdf>

- **Community Travel & Public Transportation**

- Safety Signs Materials & Ideas: <http://www.autism-community.com/safety-signs-and-signals/>

- Making It on Your Own, Public Transportation, p. 57.
- Making It on Your Own, How Do People Get Where They Are Going? p. 50.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf#page=55-60>
- Ready, Set, Fly! Transportation #3.
- Ready, Set, Fly! Transportation #4.

- **Long Distance Travel**

- Making It on Your Own, Traveling Long Distance, p. 58.
- Ready, Set, Fly! Transportation #1-2

- **Driver's License**

- NJ DMV: <http://www.state.nj.us/mvc/Licenses/FirstTime.htm>
- <http://www.drivers.com/articles/LTDguide.pdf>
- <http://teendriving.aaa.com/NJ/>
- [http://teendriving.aaa.com/NJ](http://teendriving.aaa.com/NJ/)
- Road Ready Teens – <http://www.roadreadyteens.org>

- **Car Insurance:**

- I'm Getting Ready, What Insurance Do I Need? M-14.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=40-43>
- Ready, Set, Fly! Transportation #10.
- Ready, Set, Fly! Transportation #11.
- Ready, Set, Fly! Transportation #12.
- Ready, Set, Fly! Transportation #13.

## • **Buying a Car**

- I Can Do It, Buying Wheels, p. 111-113.
- Ready, Set, Fly! Transportation #14.
- Ready, Set, Fly! Transportation #15.
- Ready, Set, Fly! Transportation #16.
- Ready, Set, Fly! Banking #7.

## • **Shopping**

- Ready, Set, Fly! Budgeting #1.
- Ready, Set, Fly! Budgeting #2.
- How to Return Clothing to a Store
- <http://www.casey.org/cls/resourceguides/subdocs/ReturnClothingStore.pdf>
- I Can Do It, Protecting Your Money, p. 17-18.
- I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=116-118>
- Ready, Set, Fly! Budgeting #11.
- I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-52>
- Ready, Set, Fly! Budgeting #9.
- Ready, Set, Fly! Budgeting #11.
- I'm Getting Ready, Comparison Shop! LG-9.
- I'm Getting Ready, Visit a Thrift Shop, LG-10.
- I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25.

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=9-63>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119>
- Ready, Set, Fly! Budgeting #6.

- Ready, Set, Fly! Budgeting #9.
- Online Shopping <http://www.casey.org/cls/resourceguides/subdocs/OnlineShopping.pdf>
- I Know Where I am Going, Part II, C. 2, I Don't Want to Be a Shopping Fool, p. 14-25.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=29-54>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf#page=112-119>

## • **Eating in Public**

- I'm Getting Ready, Eating Out? Try It! H-4.
- Ready, Set, Fly! Dining Etiquette Section #3 - #5.

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Task Analysis

AFLS: Community and Independent Living Skills Protocol

Casey Life Skills-Self-Assessment (Pre-Post)

End of lesson Tests/Curriculum Based Measures from Lessons in Workbooks/Binders

Written Driver's License Exam

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

### **LEARNING ACTIVITIES**

**Learning activities and lessons can be found in the following resources:**

- Making My Mark (binder/lessons)
- Moving On Binder
- I'm Getting Ready ... I CAN DO IT! (I'm Getting Ready)
- I Can Do It! A Micropedia of Living on Your Own (I Can Do It)
- Ready, Set, Fly! A Parent's Guide to Teaching Life Skills

- Life Skills Activities for Secondary Students with Special Needs (book)
- Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own (book)
- What are My Rights-95 Questions and Answers about Teens and the Law
- AFLS-Independent Living & Community Participation Protocols (assessment/curriculum guide)
- Casey Life Skills Resource Guide-Housing and Money Management Guide (Transportation & Shopping Sections)
- Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook  
<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>
- Money, Home and Food Management Workbook (143 pgs)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule1.pdf>

- Blackline Transitions Curriculum-Personal Management

### **Sample Learning Activities:**

- Review street and safety signs and go on a safety sign scavenger hunt
- Conduct video modeling and task analysis for scenarios and skills you would like for students to practice in the classroom before trying in the community (dining out, using a dressing room, navigating the community)
- Play go fish or memory with safety signs
- Have student practice using an elevator and navigating a building (e.g., mall), using a legend
- Have students walk around the community and identify possible helpers if they ever needed assistance
- Use a variety of public transportation options
- Practice using maps, GPS apps, and bus/train schedules
- Have students research a local event and arrange all the details to attend
- Play PokemonGo! to navigate the community
- Attend a school board or city council meeting.
- Encourage students to volunteer their services to a community or private group
- Spend a morning or afternoon in court
- Register to vote.
- Make reservations and visit restaurants and other community businesses
- Practice reading menus, ordering, tipping, and splitting checks in the classroom, at the school café, and in the community
- Explore community websites to see what leisure or recreational activities or events are in your community
- Visit Community Center or local YMCA
- Explore a new hobby, activity, sport or area of interest; or revisit an old one
- Join a community or religious group, club, team, or other similar interest group
- Join a gym or dance class or establish a work-out routine
- Attend a movie, concert, or local theater event
- Visit the library and get a card

## **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

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.

## 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.