	Grade Level 9-12 <u>Teacher/Room</u> : Tabatha Avery, Rm 304	Week of: 05-15-17	
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Unit Vocabulary: ELA: ELA: body, cell, DNA, genes, health, talent, traits, allergy, family, parent, grandparent, sibling, similar, different, individual, inherit. MATH: penny, nickel, dime quarter, dollar, register, change, exchange, change, budgeting, finance, money, savings, taxes SOCIAL STUDIES: Assembly, Jobs, Job Awareness, Career choices, Transition SCIENCE: cooking, planning, recipe reading, food pyramid, nutrition, assembly, WORKPLACE READINESS: Yes, No, Stop, Supplies, Broom, Dust pan, Tennis ball, Recycle, Plastic bag, Recycle, Recycle bin, appropriate behaviors, appropriate clothes, appropriate hygiene

appropriate behaviors, appropriate clothes, appropriate hygiene Instructional Strategies Used: Lecture, Modeling, Student Discovery, Hands On, Manipulatives, Grouping to increase success				
Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday
GSE/GPS Standard(s):	GSE/GPS Standard(s):	GSE/GPS Standard(s):	GSE/GPS Standard(s):	GSE/GPS Standard(s):
ELAGSE9-12RL3: Analyze the impact of	ELAGSE9-12RL3: Analyze the impact of	ELAGSE9-12RL3: Analyze the impact	ELAGSE9-12RL3: Analyze the impact	ELAGSE9-12RL3: Analyze the impact of
the author's choices regarding how to	the author's choices regarding how to	of the author's choices regarding how	of the author's choices regarding how	the author's choices regarding how to
develop and relate elements of a story	develop and relate elements of a story	to develop and relate elements of a	to develop and relate elements of a	develop and relate elements of a story
or drama (e.g., where a story is set,	or drama (e.g., where a story is set,	story or drama (e.g., where a story is	story or drama (e.g., where a story is	or drama (e.g., where a story is set,
how the action is ordered, how the	how the action is ordered, how the	set, how the action is ordered, how	set, how the action is ordered, how	how the action is ordered, how the
characters are introduced and	characters are introduced and	the characters are introduced and	the characters are introduced and	characters are introduced and
developed).	developed).	developed).	developed).	developed).
ELAGSE9-12RI3: Analyze a complex set	ELAGSE9-12RI3: Analyze a complex set	ELAGSE9-12RI3: Analyze a complex set	ELAGSE9-12RI3: Analyze a complex set	ELAGSE9-12RI3: Analyze a complex set
of ideas or sequence of events and	of ideas or sequence of events and	of ideas or sequence of events and	of ideas or sequence of events and	of ideas or sequence of events and
explain how specific individuals, ideas,	explain how specific individuals, ideas,	explain how specific individuals, ideas,	explain how specific individuals, ideas,	explain how specific individuals, ideas,
or events interact and develop over the	or events interact and develop over the	or events interact and develop over	or events interact and develop over	or events interact and develop over
course of the text.	course of the text.	the course of the text.	the course of the text.	the course of the text.
ELAGSE9-12W3: Write narratives to	ELAGSE9-12W3: Write narratives to	ELAGSE9-12W3: Write narratives to	ELAGSE9-12W3: Write narratives to	ELAGSE9-12W3: Write narratives to
develop real or imagined experiences	develop real or imagined experiences	develop real or imagined experiences	develop real or imagined experiences	develop real or imagined experiences
or events using effective technique,	or events using effective technique,	or events using effective technique,	or events using effective technique,	or events using effective technique,
well-chosen details, and well-structured	well-chosen details, and well-	well-chosen details, and well-	well-chosen details, and well-	well-chosen details, and well-
event sequences. b. Use narrative techniques, such as	structured event sequences. b. Use narrative techniques, such as	structured event sequences. b. Use narrative techniques, such as	structured event sequences. b. Use narrative techniques, such as	structured event sequences. b. Use narrative techniques, such as
dialogue, pacing, description, reflection	dialogue, pacing, description, reflection	dialogue, pacing, description,	dialogue, pacing, description,	dialogue, pacing, description,
and multiple plot lines, to develop	and multiple plot lines, to develop	reflection and multiple plot lines, to	reflection and multiple plot lines, to	reflection and multiple plot lines, to
experiences, events, and/or characters.	experiences, events, and/or characters.	develop experiences, events, and/or	develop experiences, events, and/or	develop experiences, events, and/or
c. Use a variety of techniques to	c. Use a variety of techniques to	characters.	characters.	characters.
sequence events so that they build on	sequence events so that they build on	c. Use a variety of techniques to	c. Use a variety of techniques to	c. Use a variety of techniques to
one another to create a coherent whole	one another to create a coherent	sequence events so that they build on	sequence events so that they build on	sequence events so that they build on
and build toward a particular tone and	whole and build toward a particular	one another to create a coherent	one another to create a coherent	one another to create a coherent
outcome (e.g., a sense of mystery,	tone and outcome (e.g., a sense of	whole and build toward a particular	whole and build toward a particular	whole and build toward a particular
suspense, growth, or resolution).	mystery, suspense, growth, or	tone and outcome (e.g., a sense of	tone and outcome (e.g., a sense of	tone and outcome (e.g., a sense of
d. Use precise words and phrases,	resolution).	mystery, suspense, growth, or	mystery, suspense, growth, or	mystery, suspense, growth, or
telling details, and sensory language to	d. Use precise words and phrases,	resolution).	resolution).	resolution).
convey a vivid picture of the	telling details, and sensory language to	d. Use precise words and phrases,	d. Use precise words and phrases,	d. Use precise words and phrases,
experiences, events, setting, and/or characters.	convey a vivid picture of the	telling details, and sensory language to convey a vivid picture of the	telling details, and sensory language to convey a vivid picture of the	telling details, and sensory language
e. Provide a conclusion that follows	experiences, events, setting, and/or characters.	experiences, events, setting, and/or	experiences, events, setting, and/or	to convey a vivid picture of the experiences, events, setting, and/or
from and reflects on what is	e. Provide a conclusion that follows	characters.	characters.	characters.
experienced, observed, or resolved	from and reflects on what is	e. Provide a conclusion that follows	e. Provide a conclusion that follows	e. Provide a conclusion that follows
over the course of the narrative.	experienced, observed, or resolved	from and reflects on what is	from and reflects on what is	from and reflects on what is
Produce clear and coherent writing in	over the course of the narrative.	experienced, observed, or resolved	experienced, observed, or resolved	experienced, observed, or resolved
which the development, organization,	Produce clear and coherent writing in	over the course of the narrative.	over the course of the narrative.	over the course of the narrative.
and style are appropriate to task,	which the development, organization,	Produce clear and coherent writing in	Produce clear and coherent writing in	Produce clear and coherent writing in
purpose, and audience.	and style are appropriate to task,	which the development, organization,	which the development, organization,	which the development, organization,
	purpose, and audience.	and style are appropriate to task,	and style are appropriate to task,	and style are appropriate to task,
		purpose, and audience.	purpose, and audience.	purpose, and audience.

Vocabulary: \*Revisit Lesson 15, Activity 3: Review Vocabulary \*Lesson 15, Activity 1: Add highfrequency words

Mini Lesson:

**Unique Learning Systems** 

Small group: Fluency/Comprehension \*Lesson 7, Activity 2; Guided shared reading \*Lesson 7, Activity 3: Answer Questions

#### Writing \*Lesson 30, Activity 2: Journal Entry 3 \*Lesson 18, Activity 1: Brainstorming

Numbers and Computation: \*Lesson 19 -C

Statistics \*Lesson 21, Activity 3 –Make a Chart

Science: \*Lesson 29: History Timeline \*BrainPOP \*Take Review quiz

# **ELA Resources and Materials**

- Unique Learning System
- iReady
- BrainPop
- News2youWorksheets
- Websites

## **ELA Learning Targets:**

Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?

\*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits Unique Learning Systems Vocabulary:

Mini Lesson:

\*Revisit vocabulary \*Lesson 15, Activity 3: Introduce Vocabulary

Fluency Comprehension \*Lesson 9, Activity 1: Read Aloud

Small group: Vocabulary/Fluency/Comprehension \*Lesson 9, Activity 2: Guided/Shared Reading \*Lesson 1, Activity 4: Self-selected reading

Writing: \*Lesson 16, Activity 3: Editing \*Lesson 18, Activity 2: Planning a paragraph

Computation \*Lesson 22: Money

Time: \*Lesson 23: Schedules and Time

Science: \*Lesson 28, Activity 2: Answer

Questions \*BrainPOP \*Take Review Quiz

# **ELA Resources and Materials**

- Unique Learning Systems
- iReady
- News 2 You
- BrainPop
- Worksheets
- Websites

#### **ELA Learning Targets:**

Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups? Mini Lesson: Unique Learning Systems

Vocabulary: \*Revisit Lesson 15, Activity 3 \*Lesson 15, Activity 1: Add High-Frequency Words

Small group: Vocabulary/Fluency/Comprehension \*Lesson 9, Activity 2: Guided/Shared Reading \*Lesson 9, Activity 3: Answer Questions

Writing: \*Lesson 18, Activity 2: Writing a paragraph

Numbers and Computation \*Lesson 19 B

**Geometry**: \*Lesson 24, Activity 1: Measuring Area and Length

Science: \*Lesson 28, Activity 3: Experiment \*BrainPop \*Take Review Quiz

## **ELA Resources and Materials**

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- News 2 You
- BrainPop
- Worksheets
- Websites

## **ELA Learning Targets:**

Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?

\*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits <u>Mini Lesson:</u> Unique Learning Systems

Vocabulary: \*Lesson 15, Activity 2: Review High Frequency words \*Lesson 15, Activity 3

Fluency Comprehension \*Lesson 11, Activity 1: Read Aloud

Small Group: Vocabulary/Fluency/Comprehension \*Lesson 11, Activity 2: Guided/Shared Reading \*Lesson 1, Activity 4: Self-Selected Reading

Writing: \*Lesson 18, Activity 3: Sharing a paragraph

Computation \*Lesson 25: Algebra

Statistics: \*Revisit Lesson 21, Activity 3: Make a Chart

Science: \*Lesson 28, Activity 3: Experiment \*BrainPOP \*Take Review Quiz

## **ELA Resources and Materials**

- Unique Learning System
- IReady
- News 2 You
- BrainPop
- Worksheets
- Websites

## ELA Learning Targets:

Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?

# <u>Mini Lesson:</u> Unique Learning Systems

Vocabulary: \*Lesson 15, Activity 3: Review Vocabulary

Fluency Comprehension \*Lesson 11, Activity 1: Read Aloud

Small Group: Vocabulary/Fluency/Comprehension \*Lesson 11, Activity 2: Guided/Shared Reading \*Lesson 11, Activity 3: Answer Questions

Writing: \*Revisit Lesson 17: Real World Writing

Numbers and Computation: \*Lesson 19 C

## Geometry:

\*Revisit Lesson 24, Activity 2: Fit in This Space

Science: \*Lesson 27, Activity 4: Related Content \*BrainPOP \*Take Review Quiz

#### **ELA Resources and Materials**

- Unique Learning System
- iReady
- News2You
- BrainPop
- Worksheets
- Websites

## **ELA Learning Targets:**

Can the students identify vocabulary words? Can the students use words in a complete sentence? Can students answer WH questions regarding topic? Can students work in small reading groups?

\*CTI: some students will go help prep for Chick Fil A sweet tea and biscuits

Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness
* Relate careers to individual	* Relate careers to individual	* Relate careers to individual	* Relate careers to individual	* Relate careers to individual
interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes
*Evaluate school based	*Evaluate school based	*Evaluate school based	*Evaluate school based	*Evaluate school based
opportunities for career	opportunities for career	opportunities for career	opportunities for career	opportunities for career
awareness/preparation	awareness/preparation	awareness/preparation	awareness/preparation	awareness/preparation
*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of
individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to
new opportunities within career	new opportunities within career	new opportunities within career	new opportunities within career	new opportunities within career
choices.	choices.	choices.	choices.	choices.
*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a
medium of exchange	medium of exchange	medium of exchange	medium of exchange	medium of exchange
*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as
incentives in a market economy	incentives in a market economy	incentives in a market economy	incentives in a market economy	incentives in a market economy
*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be
successful in the workplace.	successful in the workplace.	successful in the workplace.	successful in the workplace.	successful in the workplace.
Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness
<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>
• Sell Ice Cream DAILY	• Sell Ice Cream DAILY	Sell Ice Cream DAILY	Sell Ice Cream DAILY	Sell Ice Cream DAILY
• Clean Halls DAILY	Clean Halls DAILY	Clean Halls DAILY	Clean Halls DAILY	Clean Halls DAILY
Clean Cafeteria DAILY lunch	<ul> <li>Clean Cafeteria DAILY lunch</li> </ul>			
Recyclables	Recyclables	Recyclables	Recyclables	Recyclables
Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness
Essential Questions:	Essential Questions:	Essential Questions:	Essential Questions:	Essential Questions:
*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene
affect our ability to be successful in the	affect our ability to be successful in the	affect our ability to be successful in	affect our ability to be successful in	affect our ability to be successful in
workplace?	workplace?	the workplace?	the workplace?	the workplace?
*How do I make change?	*How do I make change?	*How do I make change?	*How do I make change?	*How do I make change?
*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to
complete my job?	complete my job?	complete my job?	complete my job?	complete my job?
*Am I dressed appropriately for my	*Am I dressed appropriately for my	*Am I dressed appropriately for my	*Am I dressed appropriately for my	*Am I dressed appropriately for my
job?	job?	job?	job?	job?
*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?
Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:
Student form small groups and	Student form small groups and	Student form small groups and	Student form small groups and	Student form small groups and
work on center based activities:	work on center based activities:	work on center based activities:	work on center based activities:	work on center based activities:
* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes
*ULS Transition Passport/	*ULS Transition Passport/	*ULS Transition Passport/	*ULS Transition Passport/	*ULS Transition Passport/
Vocational/ Resumes	Vocational/ Resumes	Vocational/ Resumes	Vocational/ Resumes	Vocational/ Resumes
*Brigance Transition Skills	*Brigance Transition Skills	*Brigance Transition Skills	*Brigance Transition Skills	*Brigance Transition Skills
Activities Student Book	Activities Student Book	Activities Student Book	Activities Student Book	Activities Student Book
	*Educational and Career Interacts	*Educational and Career Interests	*Educational and Career Interests	*Educational and Career Interests
*Educational and Career Interests	*Educational and Career Interests			
*Educational and Career Interests *Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete
*Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete

GSE/GPS Standards:	GSE/GPS Standards:	GSE/GPS Standard(s):	GSE/GPS Standard(s):	GSE/GPS Standard(s):
Social Studies	MATH	Social Studies/Science/Math	Science/Math	Social Studies
Career Development/ Job	Budgeting/ Check Book/ Finances/	Career Development/ Job Awareness/	Reading Recipes/Measuring/ Food	Career Development/ Job Awareness
Awareness/ Transitions/ Social Skills/		Transitions/ Social Skills/ Assembly	Pyramid/ Nutrition/ Cooking/Prepping	Transitions/ Social Skills/ Assembly
Assembly	SSEPF1 The student will apply rational			
	decision making to personal spending	DRAGON SNACKS ASSEMBLY/	ELAALRL5. The student understands	Develop Career Awareness
Personal Social Development	and	RECIPE	and acquires new vocabulary, then	A: Students will acquire the skills to
A: Students will acquire the knowledge,		READING/PREPPING/	uses it correctly in reading and	investigate the world of work in
attitudes and interpersonal skills to	Develop Career Awareness	COOKING/PACKAGING	writing.	relation to knowledge of self and to
help them understand and respect self	A: Students will acquire the skills to			make an informed career decision.
and others.	investigate the world of work in	SCHh2 . Students will use standard	SCSh2 . Students will use standard	
	relation to knowledge of self and to	safety practices for all classroom	safety practices for all classroom	C:A1.3 Develop an awareness of
PS:A1 Acquire Self-knowledge	make an informed career decision.	laboratory and field investigations.	laboratory and field investigations.	personal abilities, skills, interests and
				motivation.
PS:A1,8 Understand the need for self-	C:A1.1 Develop skills to locate,	CTAEFS1	CTAEFS7	
control and how to practice it	evaluate and interpret career	Technical Skills :	Safety, Health and	C:A1.9 Develop hobbies and
	information	Learners achieve technical content	Environment : Learners employ	vocational interests
PS:A1.9 Demonstrate cooperative		skills necessary to pursue the full	Safety	
behavior in groups	C:A1.2 Learn about a variety of	range of careers for all pathways in		C:A1.10 Balance between work and
	traditional and nontraditional	the program concentration.	CTAEFS8	leisure time
PS:A1.10 Identify personal strengths	occupations.		Leadership and Teamwork : Learners	
and assets		CTAEFS3	apply leadership and teamwork skills	CTAEFS3
	C:A1.3 Develop an awareness of	Communications :	in collaborating with others to	Communications :
	personal abilities, skills, interests and	Learners use various communication	accomplish organizational goals and	Learners use various communication
	motivation.	skills in expressing and interpreting	objectives.	skills in expressing and interpreting
		information.		information.
	Develop Employment Readiness		CTAEFS1	
	C:A2.9 Utilize time and task	CTAEFS7	Technical Skills :	CTAEFS8
	management skillssaving choices.	Safety, Health and	Learners achieve technical content	Leadership and Teamwork: Learners
		Environment : Learners employ	skills necessary to pursue the full	apply leadership and teamwork skills
		safety	range of careers for all pathways in	in collaborating with others to
			the program concentration.	accomplish organizational goals and
				objectives.

Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:
Student form small groups and	Each student will complete simulation	Group 1 –	Group 1 –	*Students will play a board game with
work on center based activities:	task of purchasing and paying for	Students will complete a snack from a	Students will follow the directions and	a small group.
* Assembly Line/Work Boxes	purchases.	recipe.	safety measures to make recipe.	*Students will practice individual
*ULS Transition Passport/	Group 1 –	Students will use safety and sanitary		sport skills
Vocational/ Resumes	Students will sort money and	procedures to package the snack.	Group 2 –	
*Brigance Transition Skills	demonstrate their ability to count	Students will plan distribution of the	Students will practice measurement	Rec/Leisure
Activities Student Book	money effectively. Students will set up	snack to teachers.	skills to measure dry and wet	Resources/Materials
*Educational and Career Interests	envelopes for specific amounts to	Group 2 –	ingredients.	Preferred list
*Break into groups complete Brigance	enable them to pay for requested	Students will make pins for resale.	0	Make choice
Transition Skills Inventory	amounts during simulations.		Group 3 –	• Join group
,	Group 2 –	Dragon snacks Resources and	Students will place words and terms	• Participate
Social Studies Resources and	Students will complete written task (1.	Materials	in cooking notebook.	<ul> <li>Follow directions</li> </ul>
Materials	Menu Math and addition of two prices,	<ul> <li>Vocab cards for each</li> </ul>	0	• Have fun
<ul> <li>Brigance Transition</li> </ul>	2. Determine price of one item given	student	Science/Math	
Skills Inventory	price of more than 1, 3. Complete	<ul> <li>Powerpoint</li> </ul>	Resources/Materials	Rec/Leisure Learning Targets:
Brigance Transition	computations of amounts with	• Projects	<ul> <li>Vocab cards for each</li> </ul>	Can students choose a variety of
Skills Activities	decimals.	• Youtube	student	activities to do on an individual, small
<ul> <li>Assembly Line</li> </ul>	Group 3 –	Worksheets	<ul> <li>Powerpoint</li> </ul>	group, or large group setting?
,	Students will write a check, a deposit,	Websites	Projects	
Social Studies Essential	process an ATM request and record in	<ul> <li>Interactive Notebook</li> </ul>	• Brainpop	
Learning Targets:	their check register correctly.	• Food	Youtube	
Can the students follow directions with			Worksheets	
work assembly?	MATH Resources/Materials	Dragon Snacks Learning	Websites	
Can the students identify work	• iReady	Targets:	<ul> <li>Interactive Notebook</li> </ul>	
interests, leisure activities, and career	Worksheets	Can students follow directions and	Recipes	
paths?	<ul> <li>Math Journal</li> </ul>	complete a recipe?	• Food	
Can the students complete		Can students package, label, and		
employment applications?	Math Learning Targets:	assemble the snack?	Science Learning Targets:	
	Can students identify and use money	Can students follow directions and	Can students use measurement tools	
	effectively?	assemble a pin for resale?	effectively?	
	Can students pay an amount using Next	Can students follow directions and	Can students follow written and	
	Dollar or pay exact amounts?	work together to manage inventory of	verbal directions to complete a task?	
	Can students make change effectively?	button supplies?	Can students determine definition of	
	Can students complete a check and	Can students take orders for and	key vocabulary?	
	deposit slip?	deliver buttons?		
	Can students complete entries in a			
	check register to record a deposit or			
	withdrawal?			

Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness
* Relate careers to individual	* Relate careers to individual	* Relate careers to individual	* Relate careers to individual	* Relate careers to individual
interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes	interests, abilities, and aptitudes
*Evaluate school based opportunities	*Evaluate school-based opportunities	*Evaluate school-based opportunities	*Evaluate school-based opportunities	*Evaluate school-based opportunities
for career awareness/preparation	for career awareness/preparation	for career awareness/preparation	for career awareness/preparation	for career awareness/preparation
*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of	*Analyze how the changing roles of
individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to	individuals in the workplace relate to
new opportunities within career	new opportunities within career	new opportunities within career	new opportunities within career	new opportunities within career
choices.	choices.	choices.	choices.	choices.
*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a	*Explain the role of money as a
medium of exchange	medium of exchange	medium of exchange	medium of exchange	medium of exchange
*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as	*Explain how prices serve as
incentives in a market economy	incentives in a market economy	incentives in a market economy	incentives in a market economy	incentives in a market economy
*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be	*Identify skills that are required to be
· · ·	successful in the workplace.	successful in the workplace.	successful in the workplace.	
successful in the workplace.	successful in the workplace.	successful in the workplace.	successful in the workplace.	successful in the workplace.
Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness	Work Place Readiness
<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>	<ul> <li>Clean Cafeteria DAILY breakfast</li> </ul>
<ul> <li>Sell Ice Cream DAILY</li> </ul>	Sell Ice Cream DAILY	<ul> <li>Sell Ice Cream DAILY</li> </ul>	<ul> <li>Sell Ice Cream DAILY</li> </ul>	<ul> <li>Sell Ice Cream DAILY</li> </ul>
<ul> <li>Clean Cafeteria DAILY lunch</li> </ul>	Clean Cafeteria DAILY lunch	<ul> <li>Clean Cafeteria DAILY lunch</li> </ul>	<ul> <li>Clean Cafeteria DAILY lunch</li> </ul>	<ul> <li>Clean Cafeteria DAILY lunch</li> </ul>
Recyclables	Recyclables	Recyclables	Recyclables	Recyclables
Work Disco Deadiness	Work Diese Deedinese	Work Diese Deedingen	Work Place Readiness	Work Place Readiness
Work Place Readiness	Work Place Readiness	Work Place Readiness Essential Questions:		
Essential Questions:	Essential Questions:		Essential Questions:	Essential Questions:
*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene	*How do behavior, dress, and hygiene affect our ability to be successful in	*How do behavior, dress, and hygiene
affect our ability to be successful in the	affect our ability to be successful in the workplace?	affect our ability to be successful in the workplace?	the workplace?	affect our ability to be successful in the workplace?
workplace? *How do I make change?	*How do I make change?	*How do I make change?	*How do I make change?	*How do I make change?
*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to	*How do I know which tool to use to
complete my job?	complete my job?	complete my job?	complete my job?	complete my job?
*Am I dressed appropriately for job?	*Am I dressed appropriately for job?	*Am I dressed appropriately for job?	*Am I dressed appropriately for job?	*Am I dressed appropriately for job?
*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?	*How do my behaviors affect my job?
now do my benaviors affect my job?	How do my behaviors affect my job!	How do my behaviors affect my job?	How do my behaviors affect my job?	How do my behaviors affect my job!
Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:
Student form small groups and	Student form small groups and	Student form small groups and	Student form small groups and	Student form small groups and
work on center based activities:	work on center based activities:	work on center based activities:	work on center based activities:	work on center based activities:
* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes	* Assembly Line/Work Boxes
*ULS Transition Passport/Vocational/	*ULS Transition Passport/Vocational/	*ULS Transition Passport/Vocational/	*ULS Transition Passport/Vocational/	*ULS Transition Passport/Vocational/
Resumes	Resumes	Resumes	Resumes	Resumes
*Brigance Transition Skills Activities	*Brigance Transition Skills Activities	*Brigance Transition Skills Activities	*Brigance Transition Skills	*Brigance Transition Skills Activities
Student Book	Student Book	Student Book	Activities Student Book	Student Book
*Educational and Career Interests	*Educational and Career Interests	*Educational and Career Interests	*Educational and Career Interests	*Educational and Career Interests
*Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete	*Break into groups complete
Brigance Transition Skills Inventory	Brigance Transition Skills Inventory	Brigance Transition Skills Inventory	Brigance Transition Skills Inventory	Brigance Transition Skills Inventory
*Complete IEP Goals Data Collections	*Complete IEP Goals Data Collections	*Complete IEP Goals Data Collections	*Complete IEP Goals Data Collections	*Complete IEP Goals Data Collections
Resource/Materials:	Resource/Materials:	Resource/Materials:	Resource/Materials:	Resource/Materials:
Attainments book - Smart board	Attainments book - Smart board	Attainments book - Smart board	Attainments book - Smart board	Attainments book - Smart board
Websites - Work supplies	Websites - Work supplies	Websites - Work supplies	Websites - Work supplies	Websites - Work supplies
			1	

Assessment:	Assessment:	Assessment:	Assessment:	Assessment:
PreTest: WH Questions /Unique				
Learning pretests / Brainpop Quizzes				
PostTest: Unique Learning/ WH				
Questions/Check for understanding				
/Brainpop Quizzes Performance Based:	/Brainpop Quizzes Performance Based:	/Brainpop Quizzes	/Brainpop Quizzes	/Brainpop Quizzes
Observation Questioning Daily work	Observation Questioning Daily work	Performance Based: Observation	Performance Based: Observation	Performance Based: Observation
		Questioning Daily work	Questioning Daily work	Questioning Daily work
Homework:	Homework:	Homework:	Homework:	Homework:
Be Safe!				
Be Responsible!				
Be Respectful!				