

Independent Living I

<b>Strand</b>	<b>Numbers and Operations – Fractions Measurement and Data</b>	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
A. Comprehend, identify and use simple fractions to measure food for cooking	1. <ul style="list-style-type: none"> <li>• Identify fractions <math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>2/3</math>, <math>3/4</math> to measure food for cooking</li> </ul>	
<b>Alignments</b> CCSS: 3.NF.1-3; 3.MD.1; 6-8.RST.3; 6-8.RST.6 Performance: 1.5, 1.8, 2.5 Knowledge: (CA) 3 (H/PE) 4 (MA) 1,2 PEGLE: EHMP.2.A (Gr. K-4) NETS: N/A DOK: 2		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Teacher modeling and guided practice measuring:           <ul style="list-style-type: none"> <li>• food using appropriate measuring tools:               <ul style="list-style-type: none"> <li>• cups</li> <li>• tablespoons</li> <li>• teaspoons</li> </ul>               in the appropriate amounts             </li> <li>• and cutting for serving purposes to size of <math>1/2</math>, <math>1/3</math>, <math>1/4</math>, <math>2/3</math>, <math>3/4</math> or individual serving size of a:               <ul style="list-style-type: none"> <li>• cake</li> <li>• pie</li> <li>• other food items</li> </ul> </li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Teacher observation of student measurement skills using:
  - cups
  - tablespoons
  - teaspoonsto prepare and cook food
- Teacher observation and/or scoring guide of cutting for serving purposes of  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$  or individual serving size of a:
  - cake
  - pie
  - other food items

**Sample Assessment Questions**

- Measure  $\frac{1}{4}$  cup of ingredient such as:
  - flour
  - sugar
  - salt

**Instructional Resources/Tools**

- Measuring cups and spoons
- Food items
- Cutting utensils

**Literacy Connections**

- Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$
- Understand a fraction as a number on the number line; represent fractions on a number line diagram
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text

**Cross Curricular Connections**

- Food and Nutrition I, II
- Math:
  - Fractions
  - Measuring

Independent Living I

<b>Strand</b>	<b>Health Maintenance and Enhancement Physical Activity and Lifetime Wellness</b>	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
B. Identify and practice household safety procedures	1. <ul style="list-style-type: none"> <li>• Identify and practice household safety in the areas of:                             <ul style="list-style-type: none"> <li>• cooking</li> <li>• laundry</li> <li>• household hygiene/cleanliness</li> </ul> </li> </ul>	
<b>Alignments</b> CCSS: 6-8.RST.3; 6-8.RST.4 Performance: 1.5, 1.10, 3.2, 3.3, 4.7 Knowledge: (H/PE) 2,3,5 HEGLE: HME.2.D (Gr. 4, 7) PEGLE: PALW.3.A (Gr. K-4) NETS: 5b DOK: 1		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Teacher led whole group discussion of:                             <ul style="list-style-type: none"> <li>• situations about preventable accidents</li> <li>• safety usage of kitchen appliances, washer and dryer</li> </ul> </li> <li>• Teacher guided practice:                             <ul style="list-style-type: none"> <li>• sorting, labeling and discussing photos of safe and unsafe practices</li> <li>• writing “if/then” statements to describe consequences of unsafe household practices</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Teacher observation of student demonstration of household safety procedures</li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• Show how to set the dryer controls to dry a load of towels</li> </ul>		

**Instructional Resources/Tools**

- Safe/unsafe household procedure photo cards
- Internet articles concerning preventable household accidents
- Kitchen appliances such as a:
  - washer
  - dryer

**Literacy Connections**

- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-5 texts and topics

**Cross Curricular Connections**

- Food and Nutrition I, II
- Vocational Work Skills
- Health
- ELA: Following directions

Independent Living I

<b>Strand</b>	<b>Health Maintenance and Enhancement Efficiency of Human Movement and Performance</b>	
<u><b>Concept</b></u>	<u><b>Learning Targets</b></u>	
C. Correctly use and manipulate common household equipment	1. <ul style="list-style-type: none"> <li>• Correctly use and manipulate the following household equipment:                             <ul style="list-style-type: none"> <li>• broom and dust pan</li> <li>• oven/stove</li> <li>• washer/dryer</li> <li>• microwave</li> <li>• needle and thread</li> <li>• dusting cloth</li> </ul> </li> </ul>	
<b>Alignments</b> CCSS: 6-8.RST.3; 6-8.RST.4 Performance: 1.10, 2.5 Knowledge: (H/PE) 4 (SC) 2 HEGLE: HME.2.D (Gr. 4, 7) PEGLE: EHMP.1.C (Gr. K-2); EHMP.2.A (Gr. K-4) NETS: N/A DOK: 2		
<u><b>Instructional Strategies</b></u>		
<ul style="list-style-type: none"> <li>• Teacher guided practice of:                             <ul style="list-style-type: none"> <li>• sweeping the floor with a broom and gathering waste in a dust pan</li> <li>• operating a:                                     <ul style="list-style-type: none"> <li>• washer and dryer</li> <li>• microwave to cook food according to package directions</li> </ul> </li> <li>• using a:                                     <ul style="list-style-type: none"> <li>• needle and thread to sew a two-hole or four-hole button</li> <li>• dusting cloth to dust shelves and tables</li> </ul> </li> </ul> </li> <li>• Teacher guided instruction and guided practice of turning on an oven or stove to correct temperature to cook food</li> </ul>		

**Assessments/Evaluations**

- Teacher the observation of students demonstrating proper operation of a(n):
  - broom and dust pan
  - oven/stove
  - washer/dryer
  - microwave
  - needle and thread
  - dusting cloth

**Sample Assessment Questions**

- Use a broom and dust pan to sweep up paper on the floor

**Instructional Resources/Tools**

- Broom and dust pan
- Oven/stove
- Washer/dryer
- Microwave
- Needle and thread
- Dusting cloth

**Literacy Connections**

- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-5 texts and topics

**Cross Curricular Connections**

- Independent Living II (Gr. 10-12)
- ELA: Following directions

<b>Strand</b>	<b>Health Maintenance and Enhancement</b>	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
<p>D. Food preparation and cooking</p>	<p>1.</p> <ul style="list-style-type: none"> <li>• Read and follow directions for preparing and cooking food</li> </ul>	
<p><b>Alignments</b>            CCSS: 6-8.RST.3,4            Performance: 1.5, 1.10, 3.5            Knowledge: (CA) 3 (H/PE) 4            HEGLE: HME.2.D (Gr. 4, 7)            NETS: 5b            DOK: 2</p>		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Through teacher guided practice, students will:               <ul style="list-style-type: none"> <li>• prepare and cook food for weekly cooking lessons</li> <li>• play “Cooking Term Bingo”</li> <li>• identify and comprehend food names and cooking terms</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Teacher created:               <ul style="list-style-type: none"> <li>• vocabulary quizzes on:                   <ul style="list-style-type: none"> <li>• cooking terms</li> <li>• cooking tools</li> <li>• basic foods</li> </ul> </li> <li>• worksheets concerning following directions to prepare and cook food</li> </ul> </li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• What does the term “steam” mean?</li> </ul>		

**Instructional Resources/Tools**

- Cooking Term Bingo
- Recipes found:
  - on the Internet
  - in cookbooks
- Kitchen tools and appliances
- Purchased food

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-5 texts and topics

**Cross Curricular Connections**

- Foods and Nutrition I,II
- Lifetime Health
- Health
- ELA:
  - Reading
  - Following directions

Independent Living I

Strand	Relationships of Individuals and Groups to Institutions and Traditions	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>E. Clothes care</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of vocabulary and procedures for taking care of clothing</li> </ul>	
<p><b>Alignments</b>            CCSS: 9-10.RST.3; 6-8.RST.7            Performance: 1.10            Knowledge: (SS) 6            SSGLE: RIGIT.6.F,H (Gr. 6)            NETS: N/A            DOK: 2</p>		
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Through teacher guided practice and small group instruction, students will:               <ul style="list-style-type: none"> <li>• sort laundry by color and care directions on clothing tags</li> <li>• sew hook and eye on clothing</li> <li>• sew a button on clothing (2 and 4 hole buttons)</li> <li>• discuss vocabulary related to taking care of clothes</li> <li>• read clothing care product labels</li> <li>• fold and hang clothes</li> </ul> </li> </ul>		
<p><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Student demonstration of:               <ul style="list-style-type: none"> <li>• sewing on a:                   <ul style="list-style-type: none"> <li>• hook and eye</li> <li>• button</li> </ul> </li> <li>• properly folding and hanging clothes</li> </ul> </li> <li>• Teacher created vocabulary quizzes and product labels</li> </ul>		

**Sample Assessment Questions**

- What does the term “hand wash only” mean?
- Sew a 2 hole button on a shirt

**Instructional Resources/Tools**

- Clothes
- Laundry care products
- Hook and eyes
- Buttons
- Thread
- Needles

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

**Cross Curricular Connections**

- Independent Living II
- ELA: Vocabulary

Independent Living I

Strand	Relationships of Individuals and Groups to Institutions and Traditions	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>F. Appropriate manners at the table and in public</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Describe and demonstrate appropriate manners at the table and in public</li> </ul>	
<p><b>Alignments</b>            CCSS: 9-10.RST.3; 6-8.RST.7            Performance: 1.10            Knowledge: (SS) 6            SSGLE: RIGIT.6.F,H (Gr. 6)            NETS: 5b            DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Through teacher guided practice and small group instruction, students will:               <ul style="list-style-type: none"> <li>• read articles or stories about manners and discuss manners displayed in the story</li> <li>• role play manners in a variety of real world and simulated situations</li> <li>• make posters of appropriate manners</li> <li>• set a table for a meal</li> </ul> </li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observation of:               <ul style="list-style-type: none"> <li>• appropriate manners while shopping in a grocery store</li> <li>• student demonstration of setting a table for a meal</li> </ul> </li> </ul>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Set a table for a family of four</li> </ul>		

**Instructional Resources/Tools**

- Internet
- Tableware needed for setting a table
- Materials for posters

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

**Cross Curricular Connections**

- Independent Living II
- Vocational Work Skills

Independent Living I

Strand	Reading Standards for Literacy in Science and Technical Subjects	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>G. Comprehending outdoor and indoor survival signs and common abbreviations</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Identify and show understanding of outdoor and indoor survival signs and common abbreviations found in adult daily living</li> </ul>	
<p><b>Alignments</b>            CCSS: 9-10.RST.3; 6-8.RST.7            Performance: 1.4, 2.7            Knowledge: (CA) 3,5 (SC) 8 (SS) 7            NETS: 5b            DOK: 2</p>		
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Through teacher guided instruction, students will:               <ul style="list-style-type: none"> <li>• participate in Survival Sign Bingo</li> <li>• provide real life and simulated adult living situations where survival signs are used</li> <li>• discuss common abbreviations found in adult daily living and what the abbreviations stand for</li> </ul> </li> </ul>		
<p><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher created quizzes concerning:               <ul style="list-style-type: none"> <li>• outdoor and indoor survival signs</li> <li>• common abbreviations and what they stand for</li> </ul> </li> </ul>		
<p><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• What does “Dr.” stand for?</li> </ul>		

**Instructional Resources/Tools**

- Survival Sign Bingo
- Internet
- Real life articles using common abbreviations such as:
  - classified ads
  - store advertisements
  - recipes

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)

**Cross Curricular Connections**

- Lifetime Health
- Vocational Work Skills