

Strand	
<u>Concept</u>	<u>Learning Targets</u>
A. Use a calendar to name and identify months and holidays`	1. <ul style="list-style-type: none"> • Name months of the year • Locate: <ul style="list-style-type: none"> • months on calendar • holidays on calendar • seasons on a calendar
Alignments CCSS: 1.MD.4; 9-10.RST.7 Performance: 1.6 Knowledge: (MA) 2 NETS: N/A DOK: 2	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> • Model calendar use on a visual to name and identify: <ul style="list-style-type: none"> • months • holidays • seasons • Shared reading: <ul style="list-style-type: none"> • to identify seasons • and visuals – calendar packets 	
<u>Assessments/Evaluations</u>	
<ul style="list-style-type: none"> • Orally name the months of the year – assessed using a checklist • Assessed using teacher observation: <ul style="list-style-type: none"> • Locate: <ul style="list-style-type: none"> • the months on a calendar • holidays on a calendar • months in which seasons begin on a calendar 	

Sample Assessment Questions

- Name the months of the year
- Find the (name of a month) on a calendar
- Locate the month in which a (holiday) occurs
- Locate the month in which a (season) begins

Instructional Resources/Tools

- Calendars
- Calendar packets
- School calendars

Literacy Connections

- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words

Cross Curricular Connections

- Functional Math
- Communications

Independent Living II

Strand	
<u>Concept</u>	<u>Learning Targets</u>
<p>B. Identify appropriate clothing for seasons and functions and describe how to store clothing</p>	<p>1.</p> <ul style="list-style-type: none"> • Identify clothing to: <ul style="list-style-type: none"> • wear in each season of the year • wear for specific occasions and events • hang or fold
<p>Alignments CCSS: 9-10.RST.1 Performance: 4.7 Knowledge: (H/PE) 2 HEGLE: HME.1.A (Gr. 1) NETS: N/A DOK: 3</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Shared reading to determine appropriate clothing to wear in various seasons • Shared visual to determine appropriate clothing to wear for specific occasions and events • Shared reading and visual to complete comprehension questions together to determine appropriate clothing to wear for specific occasions and events 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • “Closet Capers” organizing activity – assessed using a scoring guide • Cut clothing from catalogs appropriate for: <ul style="list-style-type: none"> • seasons • occasions • events – assessed using teacher observation • Hang/Fold quiz 	

Sample Assessment Questions

- Identify if the following clothing items should be hung or folded:
 - sweater
 - jeans
 - socks
 - suits
 - dresses
 - t-shirts
- Show where the following clothing items should be stored in the dresser or closet:
 - belt
 - robe
 - shoes
 - ties
 - jackets

Instructional Resources/Tools

- Clothing catalogs and cut-out activities
- Clothing samples
- “I Don’t Have a Thing to Wear” – Scenario handout

Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions

Cross Curricular Connections

- Communications

Strand	
<u>Concept</u>	<u>Learning Targets</u>
<p>C. Demonstrate appropriate techniques for:</p> <ul style="list-style-type: none"> • sorting • laundering • drying • ironing clothing 	<p>1.</p> <ul style="list-style-type: none"> • Identify clothing care symbols • Draw clothing care symbols • Decipher laundry care symbols from tags • Sort clothing • Read laundry sight words (hot, cold, cool, warm, high, low, large, medium, small) • Set dials on washer and dryer • Define vocabulary: detergent, bleach, fabric softener, rinse, soak, garment, shrink, soiled, damp, press
<p>Alignments CCSS: 9-10.RST.1; 9-10.RST.7; 5.RF.4 Performance: 2.5 Knowledge: (H/PE) 2 HEGLE: HME.1.A (Gr. 1) NETS: N/A DOK: 4</p>	

Instructional Strategies

- Bell ringer practice of vocabulary cards
- Shared reading:
 - to determine importance while reading laundry handouts
 - to identify and define vocabulary of laundry terms
 - and guided practice with laundry care symbols
 - of visual examples of laundry issues and shared writing to articulate appropriate laundry practices
- Individual conferences to master sight word vocabulary
- Model laundry sorting practices

Assessments/Evaluations

- Identify sight word cards – assessed using a checklist
- Assessed using teacher observation:
 - Identify symbol cards
 - Dry erase board symbols
 - Identify vocabulary words on cards from oral or written definitions
 - Set washer/dryer dials
 - Sort clothing
 - Find laundry symbol posters
- Vocabulary quiz

Sample Assessment Questions

- On your sight word flash cards, find:
 - hot
 - cold
 - cool
 - warm
 - large
 - medium
 - small
 - high
 - low
- Set the washer dial to large load/hot water

Independent Living II

- Sort the following garments into appropriate loads for washing
- Draw symbols for the following:
 - machine wash
 - warm water
 - do not bleach
 - tumble dry
 - low heat

Instructional Resources/Tools

- Flash cards/vocabulary cards
- Laundry packet handouts:
 - The Basics
 - Doing the Laundry
- Dry erase boards
- Clothing samples
- Washer and dryer

Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words
- Read with sufficient accuracy and fluency to support comprehension

Cross Curricular Connections

- Functional Reading

Independent Living II

Strand	
<u>Concept</u>	<u>Learning Targets</u>
D. Demonstrate knowledge of appropriate grooming and hygiene practices	1. <ul style="list-style-type: none"> Define vocabulary: grooming, hygiene, dermatologist Demonstrate knowledge of appropriate grooming practices for skin, hair, hands, teeth, and body
Alignments CCSS: 9-10.RST.2 Performance: 4.7 Knowledge: (H/PE) 2 HEGLE: FIS.1.D (Gr. 5); HME.1.A (Gr. 2-6) NETS: N/A DOK: 3	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> Shared reading to determine importance while reading grooming/hygiene packet Shared writing to articulate appropriate grooming/hygiene practices Invite: <ul style="list-style-type: none"> Nichols Career Center Dental Assisting students to present and provide one-on-one instruction in oral hygiene a skin care consultant to present and demonstrate appropriate skin care techniques Instruction and modeling for student's individual manicures Think aloud discussion and shared writing to determine importance from "Personal Hygiene" DVD 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> Assessed using teacher observation: <ul style="list-style-type: none"> Vocabulary flash cards "I Learned..." statements from "Personal Hygiene" DVD Draw grooming/hygiene posters – assessed using a scoring guide Grooming quiz 	

Sample Assessment Questions

- The string used to clean between teeth is called _____. (a. floss b. thread c. fluoride)
- A skin doctor is called a _____. (a. pediatrician b. dentist c. dermatologist)
- True or False: You should use a sunscreen with at least a SPF of 15.

Instructional Resources/Tools

- Grooming packet
- Life-Centered Career Education (LCCE) skincare questionnaires/handouts
- Life-Centered Career Education (LCCE) manicure instructions
- “10 and ¼ Tips for Personal Hygiene” DVD

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text

Cross Curricular Connections

- Lifetime Health

Independent Living II

Strand	
<u>Concept</u>	<u>Learning Targets</u>
E. Identify common forms of exercise and reasons for exercise	1. <ul style="list-style-type: none"> • State and identify reasons for exercise • Identify common forms of exercise and benefits • Perform basic simple exercises
Alignments CCSS: 9-10.RST.2 Performance: 3.5, 4.7 Knowledge: (H/PE) 4 HEGLE: FIS.1.E (Gr. 4,7); HME.1.D (Gr. 3) NETS: 6a DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Shared reading to determine importance while reading exercise and fitness packet • Shared writing to articulate forms and reasons for exercise • Model and guided practice of basic simple exercises 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Fitness quiz • Vocabulary card identification – assessed using teacher observation 	

Sample Assessment Questions

- Exercise helps a person:
 - a. lose weight
 - b. lower risks of some diseases
 - c. reduce stress
 - d. all of the above
- What is the easiest, safest, and cheapest exercise?
 - a. swimming
 - b. jogging
 - c. walking
 - d. playing tennis

Instructional Resources/Tools

- Life Skills Personal Care Series: *Exercise*
- Jump ropes

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text

Cross Curricular Connections

- Lifetime Health
- Adapted PE

Strand	
<u>Concept</u>	<u>Learning Targets</u>
F. Identify correct cooking equipment and kitchen hygiene and safety rules	1. <ul style="list-style-type: none"> • Identify kitchen tools and equipment • Name and demonstrate kitchen safety and hygiene rules • Set table • Identify and utilize table manners • Measure dry and liquid ingredients • Identify dishwashing order and wash/dry dishes
Alignments CCSS: 3.MD.2; 9-10.RST.2; 9-10.RST.4; 9-10.RST.7 Performance: 4.7 Knowledge: (H/PE) 2 HEGLE: RAR.2.A (Gr. 4,7) NETS: N/A DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Shared reading and discussion of kitchen tools and equipment • Shared visual and discussion of tools and equipment • The teacher will show the students where tools and equipment are stored in the classroom • Shared visuals, shared readings, and discussion of kitchen safety/hygiene • Shared visuals, demonstrations, and guided practice of correct <ul style="list-style-type: none"> • table settings • measuring techniques for dry and liquid ingredients • Shared visuals, discussions, and modeling of table manners 	

Assessments/Evaluations

- Assessed using teacher observation:
 - Locate tools and equipment in kitchen and tell the use for each
 - Identify marks on measuring cups
 - Measure liquid and dry ingredients
 - Identify whether ingredients are measured in a:
 - dry cup
 - liquid cup
 - measuring spoon
 - Place dish wash cards in order
- Design a kitchen safety poster – assessed using a scoring guide
- Assessed using a checklist:
 - Draw table settings on dry erase boards
 - Set actual table setting

Sample Assessment Questions

- Identify if the following tools are large appliances, small appliances, cookware, bake ware, or utensils: mixer, microwave, skillet, loaf pan, vegetable peeler, etc.
- Write an “I learned...” statement from the kitchen safety DVDs and explain
- Find and correct the errors on this table setting
- Draw a table setting on paper or dry erase board
- Set an actual table setting
- Put the dish wash cards in the correct order

Instructional Resources/Tools

- *You in the Kitchen: Working with Tools*
- “Just Tooling Around” handout
- Actual equipment and tools in the kitchen lab
- “How to Wash Dishes” handout and flash cards
- Safety and Sanitation illustration
- Correct Measuring Techniques Guide
- Kitchen Safety DVDs
- Manners DVDs

Literacy Connections

- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem
- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of 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 9–10 texts and topics
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words

Cross Curricular Connections

- Functional Math
- Lifetime Health

Strand	
<p style="text-align: center;"><u>Concept</u></p> <p>G. Identify and apply requirements of MyPlate</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Identify the food groups that comprise MyPlate • Identify foods and requirements within each food group • Apply MyPlate guidelines to planning a well-balanced diet • Prepare foods from each food group • Demonstrate appropriate food preparation and cooking skills
<p><u>Alignments</u> CCSS: 9-10.RST.2; 9-10.RST.3 Performance: 1.8, 2.5 Knowledge: (H/PE) 2 HEGLE: HME.2.A (Gr. 2,5); HME.2.B (Gr. 4,5) NETS: 1c; 3b DOK: 3</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Shared reading and discussion of: <ul style="list-style-type: none"> • MyPlate food guidelines to co-construct a wall model of MyPlate • each food group • Shared visual and discussion to co-construct individual MyPlate 	

Assessments/Evaluations

- Quizzes:
 - Circle the Vegetable (all visual)
 - MyPlate
 - Eat Smart with MyPyramid for Kids (all visual)
 - Food Guide Pyramid
- Assessed using teacher observation:
 - Wall MyPlate
 - Individual MyPlate

Sample Assessment Questions

- Circle the pictures of the foods that are vegetables
- Draw a square around the pictures of food that are fruits
- Identify which food group each of the following foods is in

Instructional Resources/Tools

- Using the Food Guide Pyramid handout
- Nutrient Chart
- Build the Pyramid (MyPlate) handout and wall model
- Vegetable Information handout and questions

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- 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

Cross Curricular Connections

- Lifetime Health
- Vocational Work Skills
- Functional Math
- Functional Reading

Strand	
<u>Concept</u>	<u>Learning Targets</u>
H. Define nutrition terms and healthy food choices	1. <ul style="list-style-type: none"> • Define nutrition terms • Distinguish between healthy and unhealthy food choices • Read and evaluate food package labels
Alignments CCSS: 9-10.RST.1; 9-10.RST.4; 9-10.RST.7 Performance: 4.7 Knowledge: (H/PE) 2 HEGLE: HME.2.B (Gr. 4); HME.2.C (Gr. 2,3,5,7) NETS: N/A DOK: 3	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Shared readings and discussions to determine nutrition terms/definitions • Shared visuals and discussion to determine parts of food labels 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Nutrition quiz • Thumbs up, Thumbs down to determine healthy vs. unhealthy food choices – assessed using teacher observation 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • Name a favorite high-fat, high-carbohydrate snack • Name a healthy alternative • Which meal is the most important meal of the day? • High cholesterol can cause _____. a. stroke b. heart attack c. sudden death d. all of the above 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Personal Care Series: <i>Nutrition</i> • Food labels 	

Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions
- 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 9–10 texts and topics
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words

Cross Curricular Connections

- Functional Reading
- Lifetime Health

Strand	
<u>Concept</u>	<u>Learning Targets</u>
I. Demonstrate appropriate food preparation and cooking skills	1. <ul style="list-style-type: none"> • Demonstrate kitchen safety skills • Demonstrate appropriate measuring techniques • Follow basic recipe directions
Alignments CCSS: 4.RI.7 Performance: 2.5, 4.6 Knowledge: (H/PE) 2 HEGLE: RAR.2.A (Gr. 4) NETS: N/A DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Demonstration of techniques 	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Following lab plans/recipe directions – assessed using a checklist and teacher observation 	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> • Read the recipe and gather the necessary equipment • In what order should the dishes be washed? • Use the correct measuring techniques to measure the dry and liquid ingredients in this recipe 	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> • Recipes • Kitchen appliances, tools, equipment 	

Literacy Connections

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

Cross Curricular Connections

- Lifetime Health
- Functional Math
- Functional Reading