



School District of the City of St. Charles

Essential Skills for Special Education

Approved by the Board of Education
May 14, 2020



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Curriculum Committee**

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Content Area Rationale

The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance

Content Area Program Goals

The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.

Content Area Course Descriptions

ESSENTIAL SKILLS: The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance. There are five segments of Essential Skills courses. These five include:

- Essential Skills Life Skills
- Essential Skills English
- Essential Skills Math
- Essential Skills Social Studies
- Essential Skills Science

Each of these segments provides the student the necessary skills and knowledge to give them the best opportunity for success upon graduating high school.

Enduring Understandings/Essential Learning Outcomes

LIFE SKILLS

Social skills include listening, speaking, nonverbal communication, and acceptance.

Social expectations dictate behaviors deemed acceptable.

Social expectations vary by context, depending on situation, culture, and timing.

ENGLISH

Students will be able to recognize that written material can be organized into themes within narratives and identify characters, setting, and plot.

Students will be able to recognize that written material can be organized into informational texts. Students will identify key facts and draw conclusions.

Students will be able to recognize differences in narrative and informational texts.

MATH

Coins and bills hold certain value.

Money is organized by portions of one dollar, including dollars and cents, represented by two decimal places.

Activities of daily living require a working ability to calculate and manage money.

SOCIAL STUDIES

Students will be able to understand the four cardinal directions (north, south, east, and west.)

Students will be able to understand that the earth has different land formations.

Students will understand size and scale as it relates to reading maps.


SCIENCE

Students will understand different human organ systems and their functions.

Life Skills Course Overview

Grade level(s): 7-12	Credits earned: 1.0 elective
Course Rationale	Course Description
Students need explicit instruction and guided practice in skills necessary for independent living, post-secondary education/training, and sustainable employment.	<i>Life Skills provides students the opportunities to practice the skills necessary to meet their post-secondary goals through instruction and experience in social skills, safety, personal care, self awareness, and community resource access.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to... [HOW THE LEARNING HELPS STUDENTS OUTSIDE OF THE CLASSROOM] Think BIG-how should students be able to embed this into their lives, help community, and their life's work?</i></p> <p><i>From Wiggins: (In order to make larger interdisciplinary connections, it is strongly suggested to write the Big Idea in a complete sentence)</i></p> <p><i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i></p>	
Priority Missouri Learning Standards/National Standards	
<p><i>[5-10 skills that every student must master]</i></p> <p>Students will develop and demonstrate knowledge and skills in interpersonal communication.</p> <p>Students will demonstrate the ability to keep themselves safe in the community, at home, in relationships, and when using the internet.</p> <p>Students will practice good personal hygiene, medical care, and appropriate dress.</p>	

Students will identify personal strengths and weaknesses in order to write personal goals, explore possible career paths, and develop problem-solving skills.
 Students will access the community in order to find resources and supports.

 Unit 1: Social Skills <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<p><i>Students will develop and demonstrate knowledge and skills in interpersonal communication.</i></p>	<p><i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i></p>	
	Enduring Understandings	Essential Questions
	<p>Social skills include listening, speaking, nonverbal communication, and acceptance.</p> <p>Social expectations dictate behaviors deemed acceptable.</p> <p>Social expectations vary by context, depending on situation, culture, and timing.</p>	<p>Why are social skills important?</p> <p>How do perception and intention differ in communication?</p> <p>What will happen if I don't use good social skills?</p> <p>How and why do social expectations vary?</p>


Learning Targets

Students will...

- express wants and needs
- use active listening skills
- use nonverbal communication practices
- initiate, mediate, and conclude conversations
- advocate for themselves
- use socially expected behaviors in the community setting
- navigate various types of interpersonal relationships
- demonstrate positive conflict resolution skills

Unit Duration:

continuous

 Unit 2: Safety <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<i>Students will demonstrate the ability to keep themselves safe in the community, at home, in relationships, and when using the internet.</i>	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<p>Following safety rules protects their emotional and physical well-being.</p> <p>There are hazards that require prevention awareness.</p> <p>There are situations for which I need adult help.</p> <p>Mutual consent is required for sexual activity.</p>	<p>Who is a friend vs. acquaintance vs. stranger?</p> <p>Is this a legitimate company/professional?</p> <p>How do I seek assistance when navigating safety concerns?</p> <p>When should I report questionable conversations or events to an adult?</p> <p>What are the precautions I should take in this situation?</p>


Learning Targets

Students will...

- in the community, follow traffic rules and environmental expectations
- in the home, be able to follow emergency plans, safely operate appliances/tools/machinery, and maintain basic health standards
- when navigating interpersonal relationships, seek trusted adult support.
- understand and respect the concept of sexual consent and report suspected abuse to trusted adults.
- when using the internet, avoid inappropriate and illegal content, apply caution, and use privacy settings.

Unit Duration:

continuous

 Unit 3: Personal Care <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<i>Students will practice good personal hygiene, medical care, and appropriate dress.</i>	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<p>Good personal hygiene is a social and vocational expectation</p> <p>Proper attention to medical care is the most direct pathway to a healthy life</p> <p>Appropriate attire is necessary for health and social reasons</p>	<p>How does personal hygiene affect my life?</p> <p>How does personal hygiene affect relationships with others?</p> <p>What can happen if I neglect personal care?</p> <p>Why is attending to medical care important?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> -dress appropriately for weather and situation -maintain good personal hygiene -know how to seek appropriate medical care -identify local community support services, such as laundromats, clothing distributors, salons, and food banks, etc. 		
Unit Duration:		
<p>continuous</p>		



Unit 4: Self-awareness

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p><i>Students will identify personal strengths and weaknesses in order to write personal goals, explore possible career paths, and develop problem-solving skills.</i></p>	<p><i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i></p>	
	Enduring Understandings	Essential Questions
	<p>Every person has unique strengths and weaknesses</p> <p>One’s interests and strengths lead to more successful outcomes</p> <p>Personal growth comes from identifying weaknesses and then setting goals</p> <p>Self-awareness helps me make better decisions</p> <p>Self-awareness can lead to a better understanding of the world around us and how we fit into that world.</p>	<p>How will self-awareness impact my employability and personal effectiveness?</p> <p>What can I gain from identifying my personal strengths and weaknesses?</p> <p>How can a lack of self-awareness negatively impact my life?</p>

Learning Targets

Students will...

Identify personal strengths and weaknesses.


Write and track personal goals based on strengths and weaknesses

Participate in reflective practices such as role-playing, peer feedback, problem-solving, and self-assessment

Use interest inventories and self-assessment data to discover possible areas of employment.

Unit Duration:

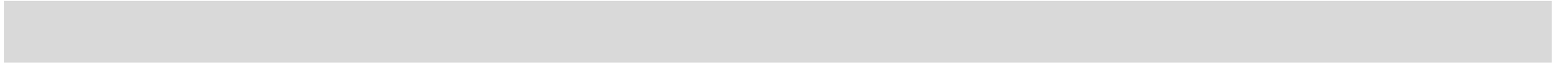
continuous

 Unit 5: Community Resource Access <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
<i>Students will access the community in order to find resources and supports.</i>	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<p>Mixing with the surrounding community is both necessary and rewarding.</p> <p>Being an active member of the community is essential and expected in adulthood.</p> <p>Agencies are available for support in the areas of medical care, disability services, and finances.</p>	<p>Where can I find information about specific community resources?</p> <p>When is it necessary for me to seek adult support to find the necessary community resources?</p> <p>Why is it important for me to access resources in the community?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> -access public transportation -pursue recreation -research community institutions and businesses -navigate to and throughout restaurants, grocery stores, places of entertainment, and agency offices -locate and access resources, such as Medicare, Social Security, disability case management, banking, and other financial resources 		
Unit Duration:		
<p>continuous</p>		



Assessment Evidence

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p>	<p><i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i> (Pre-assessment can double as the post-assessment)</p> <p>Assessment Values:</p> <ul style="list-style-type: none"> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. <ul style="list-style-type: none"> ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes <ul style="list-style-type: none"> ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process <ul style="list-style-type: none"> ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning <ul style="list-style-type: none"> ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting <ul style="list-style-type: none"> ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values <ul style="list-style-type: none"> ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure <ul style="list-style-type: none"> ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions

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Essential Skills English *Course Overview*


-Grade level(s): 7-12	Credits earned: 1.0 (may be repeated for credit)
Course Rationale	Course Description
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	Essential Skills English provides instruction in reading comprehension, written expression, vocabulary, listening, and speaking skills in the context of daily life at the appropriate level of students' abilities.
Transfer Goals/Big Ideas	
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	
Priority Missouri Learning Standards/National Standards	
<p><i>[5-10 skills that every student must master]</i></p> <p>9-10.RI.1.D/EE.RI.9-10.2: Determine the central idea of the text and select details to support it.</p> <p>ELA.EE.W.11- 12.2.c: Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</p> <p>ELA.RL.11-12.4/ELA.EE.RL.11- 12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning</p>	

ELA.SL.3.A.a-b,4.A.a-b: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

- 1) coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- 2) responding appropriately to discussion in a variety of settings, according to classroom expectations
- 3) using presentation skills and/or appropriate technology
- 4) presenting information with clear ideas and details while speaking clearly at an understandable pace

ELA.5.SL.1.A.a-d: Develop and apply effective listening skills and strategies in formal and informal settings by:

- 1) following agreed upon rules for listening and fulfilling discussion rules independently
- 2) posing and responding to specific questions to clarify or follow up on information and making comments that contribute to the discussion and link to the remarks of others
- 3) following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations
- 4) listening for speaker's message and summarizing main points based on evidence

 Unit 1: Reading Comprehension <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
9-10.RI.1.D/EE.RI.9-10.2	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<p>Students will be able to recognize that written material can be organized into themes within narratives and identify characters, setting, and plot.</p> <p>Students will be able to recognize that written material can be organized into informational texts. Students will identify key facts and draw conclusions.</p> <p>Students will be able to recognize differences in narrative and informational texts.</p>	<p>Is this information important or unimportant?</p> <p>How can I apply this information to my everyday life?</p> <p>What bad things will happen if I avoid this?</p>

Learning Targets

DLM Linkage Levels here (make five columns for each: Initial precursor, Distal precursor; proximal precursor; target; successor)

Level 1:

Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts.

Level 2:

Can identify the details in an informational text that relate to the topic of the text based on their similarities.

Level 3:

Can summarize the information in a familiar informational text.

Level 4:

Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text.

Level 5:

Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations.

Unit Duration:

Continuous



Unit 2: Written Expression
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>ELA.EE.W.11- 12.2.c</p>	<p><i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i></p>	
	Enduring Understandings	Essential Questions
	<p>A sentence includes a subject and a verb and is a complete thought.</p> <p>Using proper English conventions brings clarity to written expression.</p> <p>Students will understand that a lack of conventions leads to confusion for the reader.</p> <p>The use of proper conventions is expected in the workplace.</p>	<p>Why is it necessary to apply this information to my everyday life?</p> <p>What bad things will happen if I avoid this?</p> <p>What tools can I use to create intelligible text?</p>

Learning Targets

DLM Linkage Levels here (make five columns for each: Initial precursor, Distal precursor; proximal precursor; target; successor)

Level 1: Can produce utterances comprising of two words

Level 2: Can use two words together when producing a written text

Level 3: Can write coherent, semantically accurate, and grammatically correct simple sentences

Level 4: Can write coherent, semantically accurate, and grammatically correct simple sentences. Can write coherent, semantically accurate, and grammatically correct compound sentences. Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct

Level 5: Can write compound-complex sentences by combining the elements of compound and complex sentences

Unit Duration:

Continuous



Unit 3: Vocabulary
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>ELA.RL.11-12.4/ELA.EE.RL.11- 12.4</p>	<p><i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i></p>	
	Enduring Understandings	Essential Questions
	<p>Language depends upon the shared understanding of word meanings and context relevance.</p> <p>Words can have more than one meaning.</p> <p>Expanding vocabulary knowledge improves reading comprehension, expressive language, writing skills, and engagement in life.</p>	<p>How expanding one’s vocabulary elicits a better understanding of the world around us.</p> <p>What tools and strategies can I use to find meanings of words in text?</p> <p>How can vocabulary knowledge help me in my everyday life?</p>

Learning Targets

Level 1: Can provide real-life examples of words connected to a use (describe people who are friendly)

Level 2: Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student)

Level 3: Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used

Level 4: Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use

Level 5: Can identify the words and phrases used by a narrative's author to create mystery, tension, or surprise


Unit Duration:

Continuous



Unit 4: Speaking *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
ELA.3.SL.3.A.a-b, 4.A.a-b	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<p>Speaking and listening events occur routinely in both educational and noneducational settings.</p> <p>Speaking in front of others encompasses a variety of skills.</p> <p>Preparation is required when engaging in events involving speaking to an audience.</p>	<p>What steps must be taken to prepare for public speaking events?</p> <p>Why is it necessary to use appropriate volume, articulation, pacing, eye contact, and inflection during a presentation?</p> <p>How can I ensure the audience stays engaged during a presentation?</p>
Learning Targets		
<p>1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>2) Respond appropriately to discussion in a variety of settings, according to classroom expectations</p> <p>3) use presentation skills and/or appropriate technology</p> <p>4) present information with clear ideas and details while speaking clearly at an understandable pace.</p>		
Unit Duration:		
Continuous		

 Unit 5: Listening <i>Desired Results</i>		
Standards	Transfer Goal(s) /Big Ideas	
5.SL.1.A	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ❖ Listening to others encompasses a variety of skills. ❖ Listening involves the engagement of the whole person. ❖ Good listening skills are important academically and socially. 	<ul style="list-style-type: none"> ❖ What give and take occurs during public speaking? ❖ What strategies must be used when listening to a presentation? ❖ Why is it important to learn and use good listening skills?
Learning Targets		
<ol style="list-style-type: none"> 1) follow agreed upon rules for listening and fulfilling discussion rules independently 2) pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others 3) follow, restate, and give multi-step instructions from or to others in collaborative groups, according to classroom expectations 4) listen for speaker’s message and summarize main points based on evidence 		
Unit Duration:		
Continuous		



Assessment Evidence

Rubric/Scoring	Assessment
<p>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</p>	<p>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE] (Pre-assessment can double as the post-assessment)</p> <p>Assessment Values:</p> <ul style="list-style-type: none"> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. <ul style="list-style-type: none"> ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes <ul style="list-style-type: none"> ○ Ie. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process <ul style="list-style-type: none"> ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning <ul style="list-style-type: none"> ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting <ul style="list-style-type: none"> ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values <ul style="list-style-type: none"> ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure <ul style="list-style-type: none"> ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions

Essential Skills Math
Course Overview

Grade level(s): 7-12	Credits earned: 1.0 math (may be repeated for credit)
Course Rationale	Course Description
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance	<i>Students will learn the value of money and the fiscal responsibility to help prepare them for more independence as adults. Students will also learn measurement skills that provide a standard for everyday things and processes such as weight, temperature, length, and time.</i>
Transfer Goals/Big Ideas	
Priority Missouri Learning Standards/National Standards	
<p>7.NS.A.1 (EE.7.NS.1) Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.</p> <p>G.CP.A.8(EE.N-CN.2b): Solve real-world problems involving addition and subtraction of decimals, using models when needed.</p> <p>G.CP.A.8 (EE.N-CN.2c): Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.</p>	



Unit 1: Money Management

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
G.CP.A.8/EE.N-CN.2.b G.CP.A.8/EE.N-CN.2.c	The goal of <i>Essential Skills</i> classes is to prepare students for employability and independent living using effective communication and perseverance .	
	Enduring Understandings	Essential Questions
	Coins and bills hold certain value. Money is organized by portions of one dollar, including dollars and cents, represented by two decimal places. Activities of daily living require a working ability to calculate and manage money.	What combination of currency equals the designated money value? (For example, one dollar bill, ten dimes, four quarters, all equal \$1.00). Do I have the appropriate amount of money to pay for specific goods or services?

Learning Targets

Students will...

Level 1: Recognize set.

Recognize separateness.

Level 2: Recognize a unit.

Explain ten as a composition of ten ones.

Explain place value for ones and tens.

Level 3: Add 2 decimals with digits in the tenths place.

Subtract 2 decimals with digits in the tenths place.

Multiply 2 decimals with digits in the tenths place.

Level 4: Solve word problems involving addition with rational numbers.

Solve word problems involving subtraction with rational numbers.

Solve word problems involving multiplication with rational numbers.

Level 5: Solve multi-step problems with rational numbers.

Unit Duration:

Continuous



Unit 2: Measurement
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
7.NS.A.1 (EE.7.NS.1)	<i>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</i>	
	Enduring Understandings	Essential Questions
	Activities of daily living require a working ability to measure ingredients, time, and materials.	<ul style="list-style-type: none"> ❖ Do I have the appropriate types and amount of materials to successfully prepare a meal or construct an item? ❖ Do I have enough time to finish my project (meal)?

Learning Targets

Students will...

Level 1: Recognize separateness.

Recognize a subset.

Level 2: Recognize parts of a given whole or a unit.

Level 3: Explain the concept of addition and subtraction of fractions.

Decompose a fraction into a sum of unit fraction with the same denominator.

Level 4: Add fractions with common denominators.

Level 5: Add or subtract fractions with denominators of 10 and 100

Unit Duration:

Continuous



Assessment Evidence

Rubric/Scoring	Assessment
<p><i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i></p>	<p><i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i> (Pre-assessment can double as the post-assessment)</p> <p>Assessment Values:</p> <ul style="list-style-type: none"> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. <ul style="list-style-type: none"> ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes <ul style="list-style-type: none"> ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process <ul style="list-style-type: none"> ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning <ul style="list-style-type: none"> ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting <ul style="list-style-type: none"> ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values <ul style="list-style-type: none"> ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure <ul style="list-style-type: none"> ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions

[Essential Skills Social Studies]

Course Overview

Grade levels (7-12):	Credits earned: 1.0 credit
Course Rationale	Course Description
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance	The students will understand the acts of government and their rights within the government at the local, state, and national level. Students will understand how to navigate within their community. The students will understand and respect a variety of cultures and historical events.
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to... [HOW THE LEARNING HELPS STUDENTS OUTSIDE OF THE CLASSROOM] Think BIG-how should students be able to embed this into their lives, help community, and their life's work? From Wiggins: (In order to make larger interdisciplinary connections, it is strongly suggested to write the Big Idea in a complete sentence)</i>	
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance	
Priority Missouri Learning Standards/National Standards	
Students will develop and demonstrate knowledge and skills in map reading, navigating. Students will understand the branches of government and what it means to be a citizen. Students will understand their rights and responsibilities: IDEA, laws. Students will understand different cultures by respecting them and knowing the differences between various cultures. Students will understand the historical highlights: American- Civil Rights, Suffrage, and major wars.	



Unit [1]: [Geography]
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Students will develop and demonstrate knowledge and skills in map reading and navigating.</p>	<p>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</p>	
	Enduring Understandings	Essential Questions
	<p>Students will be able to understand the four cardinal directions (north, south, east, and west.)</p> <p>Students will be able to understand that the earth has different land formations.</p> <p>Students will understand size and scale as it relates to reading maps.</p>	<p>How will I use map reading skills in my everyday life?</p> <p>Why is it important to be able to identify the topography of various geographical areas?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> - Identify directions (compass, north, south, east, and west) - Identify different land formations. - Identify and use size and scale (legend). - Interpret a map to navigate to a given location in the community - Be able to identify specific characteristics of the topography in various geographical areas 		
Unit Duration:		
<p>Continuous</p>		



Unit [2]: [Government]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Students will understand the branches of government and what it means to be a citizen.</p> <p>Students will understand their rights and responsibilities: IDEA, laws.</p>	<p>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</p>	
	<p style="text-align: center;">Enduring Understandings</p> <p>Students will understand that they have rights, and what those rights involve as a community member. Students will understand the voting process as an individual. Students will understand when/how to disclose their disability. Students will understand what accommodations/modifications they can acquire or expect to receive for their post high school educational settings and employment settings.</p>	<p style="text-align: center;">Essential Questions</p> <p>What are my rights as a citizen? When will I need to know/use these rights? What is the process that allows me to vote during elections in my community? When and to whom should I disclose my disability? Who do I turn to when my rights are violated?</p>
<p>Learning Targets</p>		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> - Identify the three branches of government. - Identify the function of the three branches of government. - Understand the rights, laws, and responsibilities of a citizen. - Understand their educational rights and responsibilities. - Explain when, how, and to whom they should disclose their disability. 		
<p>Unit Duration:</p>		
<p>Continuous</p>		



Unit [3]: [History]
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>Students will understand different cultures by respecting them and knowing the differences between various cultures.</p> <p>Students will understand the historical highlights: United States - civil rights, suffrage, and major wars.</p>		
	Enduring Understandings	Essential Questions
	<p>Students will understand how the United States of America was formed.</p> <p>Students will understand cultural differences.</p> <p>Students will understand there are conflicting sides during times of war (i.e. good guys and bad guys).</p> <p>Students will understand civil rights and suffrage.</p>	<p>How did the United States become a country?</p> <p>Why do I need to know about cultures and how they are similar and different?</p> <p>How have wars affected our country?</p> <p>How and why do allies form in conflicts and wars?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Understand how the United States of America was formed. • Understand cultural differences • Understand during times of war there are allies-good guys and enemies -bad guys • Understand the history of slavery from the civil war through the present 		
Unit Duration:		
Continuous		



Assessment Evidence

Rubric/Scoring	Assessment
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Essential Skills Science
Course Overview

Grade level(s): 7-12	Credits earned: 1.0
Course Rationale	Course Description
The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	<i>The student will learn the needs of their body in order to independently sustain personal life. The students will also learn the steps involved in preparing for various weather conditions/forecasts and safety situations.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to... [HOW THE LEARNING HELPS STUDENTS OUTSIDE OF THE CLASSROOM] Think BIG-how should students be able to embed this into their lives, help community, and their life's work?</i></p> <p><i>From Wiggins: (In order to make larger interdisciplinary connections, it is strongly suggested to write the Big Idea in a complete sentence)</i></p> <p>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance</p>	
Priority Missouri Learning Standards/National Standards	
<p>6-8.LS1.3 (EE.MS.LS1.3) Make a claim about a how a structure (e.g., organ systems) and its related function supports survival of animals (circulatory, digestive, and respiratory systems)</p> <p>6-8. LS1.6 (EE.MS.LS1.5) Interpret data to show that environmental resources (e.g., food, light, space, water) influence its growth of organisms (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, fish growing larger in ponds than small pounds).</p> <p>6-8. ESS2.2 (EE.MS.ESS2.2) Explain how geoscience processes that occur daily (e.g., wind, rain, runoff) slowly change the surface of Earth, while catastrophic events (e.g., earthquakes, tornadoes, floods) can quickly change the surface of the Earth.</p> <p>6-8. EESS2.6 (EE.MS. ESS2.6) Interpret basic weather information (e.g., radar, map) to make predictions about future conditions (e.g., precipitation, temperature, wind).</p> <p>6-8. PS2.2 (EE.MS.PS2.2) Investigate and predict the change in motion of objects based on the forces</p>	



Unit [1]: [Organ Systems]
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
6-8.LS1.3 (EE.MS.LS1.3)	The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	
	Enduring Understandings	Essential Questions
	Students will understand different human organ systems and their functions.	Students will consider, is this an important organ (heart, brain, kidney, stomach, intestines, skin), or not an important organ (gallbladder/appendix)? Is this an organ or not an organ? How do I take care of my organs/body?
Learning Targets		
<p><i>Students will...</i></p> <p>Level 1: Recognize major organs of animals</p> <p>Level 2: Use a model to demonstrate how organs are connected in major organ systems</p> <p>Level 3: Make a claim about how a structure (e.g., organs and organ systems) and its related function supports survival of animals (circulatory, digestive, and respiratory systems).</p>		
Unit Duration:		
Continuous		



Unit [2]: [Weather Conditions and Safety]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<p>6-8. ESS2.2 (EE.MS.ESS2.2) 6-8. EESS2.6 (EE.MS. ESS2.6)</p>	<p>The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.</p>	
	Enduring Understandings	Essential Questions
	<p>Students will understand what to do in catastrophic events such as a tornado, earthquakes, and floods.</p> <p>Students will be able to interpret basic weather information from radar reports in order to make predictions about future conditions (e.g., precipitation, temperature, wind).</p>	<p>How will I seek a safe environment during a catastrophic event?</p> <p>Do I have the proper clothing for the weather outside?</p> <p>Will the weather affect what food I can get in a grocery store?</p> <p>What information can I get from the daily radar report?</p>

Learning Targets

Level 1:

- Identify differences in weather conditions from day to day.
- Interpret basic weather information (e.g., radar, map) to identify weather conditions.

Level 2:

- Identify geoscience processes (e.g., wind, rain, runoff) that have an impact on landforms (e.g., landslides, erosion such as gullies.)
- Interpret basic weather information (e.g., radar, map) to compare weather conditions (either over several days at the same location or different locations on the same day.)

Level 3:

- Explain how geoscience processes that occur daily (e.g., wind, rain, runoff) slowly change the surface of the earth, while catastrophic events (e.g., earthquakes, tornadoes, floods) can quickly change the surface of the earth.
- Interpret basic weather information (e.g., radar, map) to make predictions about future conditions (e.g., precipitation, temperature, wind.)

Unit Duration:

Continuous



Unit [3]: [Ecology - Plant and Animal Life]
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
6-8. LS1.6 (EE.MS.LS1.5)	The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ❖ Plants need food, light, space, and water in order to grow. ❖ Owning an animal requires time, money, and attention. ❖ Some animals make appropriate pets while other animals should not live with people. 	<ul style="list-style-type: none"> ❖ What do I need to keep a plant alive? ❖ What type of habitats do certain plants grow in? ❖ How do I care for a specific type of animal? ❖ How do I protect myself from animals (snakes, bugs, dog bites, bears).

Learning Targets

Level 1:

- Match organisms to their habitats
- Identify domesticated vs. wild animals
- Identify edible plants

Level 2:

- Identify factors that influence growth of organisms.
- Explain safety precautions and care of animals
- Collect data on plant growth

Level 3:

- Interpret data to show that environmental resources (e.g., food, light, space, water) influence growth of organisms (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions.)

Unit Duration:

Continuous



Unit [4]: [How Force and Motion Relates to Safety in the Workplace]

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
6-8.PS2.2 (EE.MS.PS2.2)	The goal of Essential Skills classes is to prepare students for employability and independent living using effective communication and perseverance.	
	Enduring Understandings	Essential Questions
	<p>That specific properties of science affect our movements in everyday life.</p>	<ul style="list-style-type: none"> ❖ How do objects move in various situations? ❖ What can I do to protect myself in my environment by predicting the movement of objects? ❖ How can I prevent myself from being injured in the workplace or at home?
Learning Targets		
<p>Level 1:</p> <ul style="list-style-type: none"> ● Identify ways to change the movement of an object (e.g., faster, slower, stop) ● Identify basic safety equipment needed in the workplace and at home. <p>Level 2:</p> <ul style="list-style-type: none"> ● Investigate ways to change the motion of an object (e.g., change an incline’s slope to make an object go slower, faster, farther.) <p>Level 3:</p> <ul style="list-style-type: none"> ● Predict the change in motion of objects based on the forces acting on those objects. 		
Unit Duration:		
Continuous		



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