



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT: Special Education

COURSE: Functional ELA

## **Curriculum Development Timeline**

**School:** OTHS

**Course:** Functional ELA - 18-21 Program

**Department:** Special Education

Board Approval	Supervisor	Notes
August 2023	Kelly McHale	New Course

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Township of Ocean Pacing Guide			
	Reading Comprehension		Functional Communication
Week	Marking Period 1	Week	Marking Period 3
1-3	Develop strategies for understanding and analyzing texts	21-23	Improve listening and speaking skills for effective communication
4-6	Enhance vocabulary and word recognition skills	24-26	Develop strategies for understanding and participating in conversations
7-8	Apply critical thinking to interpret and evaluate information	27-28	Enhance public speaking and presentation skills
9-10	Improve reading fluency and accuracy	29-30	Practice professional and interpersonal communication in various settings
	Writing Skills		Practical Applications
Week	Marking Period 2	Week	Marking Period 4
11-13	Develop grammar, punctuation, and sentence structure proficiency	31-33	Functional literacy for everyday life tasks (e.g., reading signs, labels, instructions)
14-16	Enhance paragraph and essay writing skills	34-36	Workplace communication and job application materials
17-18	Strengthen proofreading and editing abilities	37-38	Personal finance literacy and reading financial documents
19-20	Practice effective communication through written expression	39-40	Digital literacy and effective use of technology for communication

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Core Instructional & Supplemental Materials including various levels of Texts

Keeping It Real, Acting Out Place Social Skills, LCCE: Life Centered Career Education

Time Frame

40 Weeks

### Topic

- Reading Comprehension
- Writing Skills
- Functional Communication
- Practical Applications

### Alignment to Standards

#### **Unit 1: Reading Comprehension**

**DLM Essential Element** - ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit Understanding.

- **Grade Level Standard** - RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**DLM Essential Element** - ELA.EE.RI.11-12.2 Determine the central idea of a text; recount the text.

- **Grade Level Standard** - RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**DLM Essential Element** - ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

- **Grade Level Standard** - RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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### **Unit 2: Writing**

**DLM Essential Element - ELA.EE.W.11-12.1** Write arguments to support claims.

- Write an argument to support a claim that results from studying a topic or reading a text.
- Support claims with reasons and evidence drawn from Text.

- **Grade Level Standard - W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **Unit 3: Functional Communication**

**DLM Essential Element - ELA.EE.W.11-12.6** Use technology, including the Internet, to produce, publish and update an individual or shared writing Project.

- **Grade Level Standard - W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Unit 4: Practical Applications**

**DLM Essential Element - ELA.EE.SL.11-12.1** Engage in collaborative discussions.

- Prepare for discussions by collecting information on the Topic.
- Work with peers to set rules and goals for discussions.
- Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
- Respond to agreements and disagreements in a discussion.

- **Grade Level Standard - SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.





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### Learning Objectives and Activities

- Reading fluency and accuracy exercises
- Text analysis and comprehension strategies
- Vocabulary development activities
- Critical thinking and interpretation exercises
- Grammar, punctuation, and sentence structure practice
- Paragraph and essay writing exercises
- Proofreading and editing techniques
- Writing for different purposes and audiences
- Listening and speaking skill-building activities
- Strategies for effective conversations
- Public speaking and presentation practice
- Professional and interpersonal communication scenarios
- Professional and interpersonal communication scenarios
- Reading and understanding everyday life texts
- Workplace communication and job application materials
- Personal finance literacy exercises
- Digital literacy and effective technology use

#### Activity Links:

- [ELA Curriculum Folder \(18-21\)](#)

### Assessments

#### **Formative:**

- Projects
- Homework exercises
- Reflection journals
- Conferences
- In-class activities

#### **Summative:**

- Reading comprehension quizzes and assessments
- Portfolios
- Writing assignments and essays
- Oral presentations and speaking assessments
- Active participation in discussions and group activities

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- Real-world application tasks and projects
- Benchmarks
- ReThink Ed data

### Interdisciplinary Connections

**Math:** Students will engage in connections to mathematics concepts when analyzing, interpreting, and presenting data. In addition, students will read and interpret visual aids such as charts, tables, and graphs and respond to questions using visual aids. With strong vocabulary engagement across discipline areas, students will need to be successful in communication and application.

**DLM Essential Element - M.EE.2.MD.8.** Recognize that money has value.

- **Grade Level Standard - 2.MD.8.** Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

**DLM Essential Element - M.EE.4.MD.2.d.** Identify coins (penny, nickel, dime, quarter) and their values.

- **Grade Level Standard - 4.MD.2.** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

**DLM Essential Element - M.EE.HS.N.Q.1-3** Express quantities to the appropriate precision of measurement.

- **Grade Level Standards:**
  - M.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
  - M.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.
  - M.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities

**DLM Essential Element - M.EE.G.CO.1.** Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.

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- **Grade Level Standard:** G.CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

**DLM Essential Element** - M.EE.G.CO.4–5. Given a geometric figure and a rotation, reflection, or translation of that figure, identify the components of the two figures that are congruent.

### **Grade Level Standards:**

- G.CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. M.EE.G.CO.6–8. Identify corresponding congruent and similar parts of shapes.
- G.CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

**STEM:** Students will design, create, and present information using various modalities, including through the use of computers, phones, and other devices necessary for their success in real-world application.

- ETS1: Engineering Design
- ETS1.A: Defining and Delimiting Engineering Problems
- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution
- ETS2: Links Among Engineering, Technology, Science, and Society
- ETS2.A: Interdependence of Science, Engineering, and Technology
- ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

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

### **Financial Psychology:**

- To be fiscally responsible, an individual's finances should align with their values and goals.
- Biological behavioral biases, psychology and unconscious beliefs affect financial decision making.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

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### **Financial Institutions:**

- There are ways to manage your accounts that provide you maximum benefits and protection.
- There are factors you can use to select financial institutions and professionals that are best suited for your needs.

### **Career Awareness and Planning:**

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- An individual's income and benefit needs and financial plan can change over time.
- Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
- Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
- There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

### **Technology Integration**

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

### **Career Education**

- CRP2 - Apply appropriate academic and technical skills.
- CRP4- Communicate clearly and effectively and with reason
- CRP7- Employ valid and reliable research strategies
- CRP11- Use technology to enhance productivity

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### Modifications (ELL, Special Education, At-Risk Students)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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