



Adaptive Living Skills Curriculum (ALSC)

Functional and Adaptive Skills Pacing Guide Middle School ~ 1st Nine Weeks

Department of Exceptional Children

The Shelby County Schools, Department of Exceptional Children, **Functional and Adaptive Skills Curriculum Pacing Guides** are based upon the Adaptive Living Skills Curriculum (ALSC) developed by Riverside Publishing, a subsidiary of Houghton Mifflin Harcourt. The ALSC can help students with moderate to severe disabilities gain the functional knowledge and skills necessary to go from school to productive work. This curriculum focuses on the functional skills that are necessary for students with moderate to severe disabilities to live the most active, independent and productive lives possible.

The ALSC is designed to build upon the abilities of students with moderate to severe disabilities and it will help them develop life skills that will prepare them to become productive members of our society. This curriculum is not intended to completely separate students with moderate to severe disabilities from their same-aged peers that do not have disabilities. Every effort should be made to provide educational opportunities where all students are able to learn together. It is intended as a guide to plan for and teach each individual student. It should be used in conjunction with the student's Individualized Education Plan (IEP) and any other district level standards necessary for each student's achievement. Throughout the year, students should continue to develop mastery of the goals within the Adaptive Living Skills Curriculum through the four domains: Personal Living Skills, Home Living Skills, Community Living Skills and Employment Skills.

Procedures for Teachers

- Please verify that your classroom has the identified curricular and assessment materials for the class type that you teach. If you are missing any of the materials, please contact your Special Education Advisor immediately.
- Please review all your students' current Individual Education Plans (IEPs) to identify their instructional objectives for the current year. This is a great time to find similar areas within the ALSC curriculum and match them to your students' IEPs.
- Complete pre-assessments on all students on your caseload using the identified assessments for your class type.
- Create classroom rules, utilizing the direction of your building administration and teach rules to students.
- To locate the Functional and Adaptive Skills Curriculum Pacing Guide(s), go to www.edugoodies.com/scs and select **SCS One Stop Shop → Adaptive and Functional Skills Pacing Guides**. Please use the guide designated for each nine weeks, as well as the students' IEP goals and objectives to plan instruction during the specified reporting period.

Middle School - Functional Skills and Adaptive Functional Skills Classes

Class Type	Abbreviation
Comprehensive English	ENG
Comprehensive Reading	READ
Comprehensive Independent Living Skills	ILS
Comprehensive Mathematics	MATH
Comprehensive Science	SCI
Comprehensive Social Studies	SS

2015-16 Assessments and Curricular Materials by Class Types

- This document is located at www.edugoodies.com/scs and select SCS **One Stop Shop → 2015-16 Assessments and Curricular Materials by Class Type**

Weeks 1-3



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Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
Socialization Personal Living Skills <i>(Independent/Supportive Living)</i>	To respond to others	1.1.1 Looking at others 1.1.2 Watching the movement of others 1.1.4 Separating from parents 1.1.5 Acknowledging the presence of familiar others 1.1.6 Turning toward a voice 1.1.10 Responding when one's name is called 1.1.13 Following two-step requests 1.1.16 Answering questions 1.1.17 Helping others when asked 1.1.25 Following directions	ALSC 1.1 FISH SOC 2	ALL COURSES
Social Interaction Community Living Skills <i>(Community Involvement)</i>	To use social courtesies	3.1.1 Greeting a familiar person 3.1.3 Looking at someone who is speaking 3.1.4 Greeting people by name 3.1.6 Conversing at mealtime 3.1.7 Carrying on a conversation 3.1.15 Using polite verbal responses 3.1.16 Offering to clean up after an accident 3.1.19 Knocking before entering a room 3.1.35 Shaking hands 3.1.36 Introducing others	ALSC 3.1 FISH S&L 13	ALL COURSES
Dressing Personal Living Skills <i>(Independent/Supportive Living)</i>	To dress with assistance	1.5.1 Cooperating with assistance in dressing	ALSC 1.5 FISH ADT 41-58	ILS, PE
	To select clothing items	1.5.34 Choosing clothes that are clean and in good repair 1.5.35 Choosing clothes for weather conditions 1.5.36 Choosing clothes for specific circumstances 1.5.47 Coordinating an outfit 1.5.48 Choosing a fashionable outfit 1.5.50 Choosing clothes for a trip	ALSC 1.5 FISH ADT 59-63	ILS, SS, SCI



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Weeks 1-3				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
	To wear accessories	1.5.20 Taking off a buckled belt 1.5.27 Taking off a clip-on tie 1.5.32 Putting on and fastening a belt 1.5.37 Opening and closing an umbrella 1.5.38 Putting on and taking off a watch or jewelry 1.5.40 Putting on a clip-on tie 1.5.42 Untying and taking off a necktie or scarf 1.5.51 Tying a neckties (males)	ALSC 1.5 FISH ADT 41-58	ILS, SS, SCI
Eating Personal Living Skills <i>(Independent/Supportive Living)</i>	To develop basic eating skills	1.2.1 Sucking from a nipple 1.2.2 Holding a baby bottle 1.2.3 Swallowing soft foods 1.2.6 Eating crisp foods 1.2.7 Swallowing liquids from a cup 1.2.11 Chewing and swallowing solid foods 1.2.12 Licking ice cream from a cone 1.2.14 Eating hand-held foods 1.2.19 Removing wrappers from food 1.2.22 Testing hot foods or liquids before eating or drinking them 1.2.26 Tasting new foods 1.2.27 Sucking on hard candy 1.2.35 Seasoning food 1.2.42 Removing a skin or shell	ALSC 1.2 FISH ADT 7-20	ILS, SCI, CAFETERIA
Toileting Personal Living Skills <i>(Independent/Supportive Living)</i>	To establish independent toileting habits	1.4.3 Indicating discomfort with a toileting accident 1.4.4 Remaining unsoiled throughout the night 1.4.5 Remaining unsoiled throughout the day 1.4.6 Remaining dry during the day 1.4.7 Communicating a need for toileting assistance	ALSC 1.4 FISH ADT 77-84	ILS, SS, SCI
Job Performance and Attitudes Employment Skills <i>(Employment)</i>	To attend work regularly	4.2.11 Attending work consistently 4.2.14 Asking to leave the work area 4.2.19 Leaving work due to illness 4.2.27 Reporting absence or tardiness	ALSC 4.2 FISH VOC 1-3	ILS, SS, MATH



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Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
	To get to work on time	4.2.2 Reporting to a work area 4.2.8 Arriving on time 4.2.12 Returning from break 4.2.23 Using a time clock	ALSC 4.2 FISH VOC 75-76	ILS, SS, MATH
Functional Word Series	Read and/or write high frequency and functional words used in the community	Signs Around You Functional Words Week 1: Words 1-10 Week 2: Words 11-20 Week 3: Words 21-30	FWS Signs Around You Word Kit	ALL COURSES

Weeks 4-6				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
Socialization Personal Living Skills <i>(Independent/Supportive Living)</i>	To attend to objects in the environment	1.1.7 Reaching for objects 1.1.8 Playing with toys or objects 1.1.11 Playing alone 1.1.20 Sharing with others 1.1.23 Taking turns to use items	ALSC 1.1 FISH ADT 1, 3 FISH AFF 9 FISH SOC 3, 11	ALL COURSES
	To initiate interactions with others	1.1.3 Getting the attention of others 1.1.9 Reaching out to familiar people 1.1.14 Choosing people with whom to interact 1.1.15 Asking questions 1.1.21 Joining others in an activity 1.1.24 Asking for help or information 1.1.29 Offering assistance	ALSC 1.1 FISH S&L 1	ALL COURSES SPEECH THERAPY



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Weeks 4-6				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
Social Interaction Community Living Skills <i>(Community Involvement)</i>	To initiate and respond to social interactions	3.1.5 Loaning items to others 3.1.8 Participating in peer selected activities 3.1.11 Waiting for an event to begin 3.1.12 Asking others to join in an activity 3.1.13 Working with others 3.1.14 Asking to join in an activity 3.1.18 Borrowing another's items 3.1.22 Volunteering for projects or activities 3.1.28 Refusing to do something wrong 3.1.31 Accepting different ideas 3.1.32 Responding to undeserved punishment or criticism 3.1.39 Setting differences of opinion 3.1.40 Going out with a group 3.1.41 Congratulating winners 3.1.42 Going out with one friend	ALSC 3.1	ALL COURSES
Dressing Personal Living Skills <i>(Independent/Supportive Living)</i>	To put on clothing items	1.5.7 Putting on a hat or cap 1.5.8 Pulling on and taking of slip-on footwear 1.5.9 Putting on clothes with an elastic waistband 1.5.12 Putting on and fastening shoes with Velcro strips 1.5.13 Putting on socks 1.5.14 Pulling on clothes over the head 1.5.17 Putting on mittens or gloves 1.5.18 Putting shoes on the correct feet 1.5.19 Putting on a dress or full slip (females) 1.5.25 Turning clothing right side out 1.5.26 Tucking in a shirt or blouse 1.5.29 Putting on a one-piece outfit 1.5.30 Putting on boots 1.5.39 Putting on pantyhose (female) 1.5.43 Putting on an athletic supporter (male) 1.5.45 Pulling on a bra (female) 1.5.46 Adjusting clothing	ALSC 1.5 FISH ADT 41-58	ILS, SCI, SS, PE



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Weeks 4-6				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
	To remove clothing items	1.5.2 Taking off a hat or cap 1.5.3 Taking off socks 1.5.4 Taking off mittens or gloves 1.5.6 Taking off clothes with an elastic waistband 1.5.10 Removing clothing over the head 1.5.11 Taking off laced shoes 1.5.23 Taking off pantyhose (female) 1.5.41 Unfastening and taking off bra (females)	ALSC 1.5 FISH ADT 41-58	ILS, SCI, SS, PE
Eating Personal Living Skills <i>(Independent/Supportive Living)</i>	To use utensils for eating	1.2.8 Scooping soft foods with a spoon 1.2.9 Scooping pieces of solid food with a spoon 1.2.10 Drinking from a cup with a handle 1.2.13 Drinking from a glass 1.2.15 Scooping soft foods with a fork 1.2.16 Drinking from a can 1.2.17 Drinking from a water fountain 1.2.18 Sucking liquid through a straw 1.2.20 Filling a water glass from a faucet 1.2.21 Drinking from a bottle 1.2.23 Piercing food with a fork 1.2.28 Scooping pieces of solid food with a fork 1.2.30 Cutting soft foods with the side of a fork 1.2.31 Pouring liquid from a pitcher or bottle 1.2.32 Selecting the correct utensil 1.2.34 Spreading with a knife 1.2.36 Opening a carton of liquid 1.2.37 Serving from a bowl 1.2.38 Opening a tab-top can 1.2.39 Opening a bottle 1.2.41 Slicing food with a knife 1.2.43 Cutting meat into bite size pieces	ALSC 1.2 FISH ADT 9-19	ILS, SCI, SS, CAFETERIA
Toileting Personal Living Skills <i>(Independent/Supportive Living)</i>	To establish independent toileting habits	1.4.8 Toileting independently 1.4.11 Remaining dry during the night	ALSC 1.4 FISH ADT 82-84	ILS, SCI, SS



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Weeks 4-6				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
	To follow bathroom routines	1.4.1 Pulling down clothing before toileting 1.4.2 Voiding when sitting on the toilet 1.4.9 Flushing the toilet 1.4.10 Standing to urinate (males) 1.4.12 Asking for help with bathroom problems	ALSC 1.4 FISH ADT 77-81	ILS, SCI, SS
Job Performance and Attitudes Employment Skills <i>(Employment)</i>	To get work materials ready	4.2.9 Asking for job materials 4.2.20 Obtaining materials needed for a job 4.2.21 Bringing personal work equipment	ALSC 4.2 FISH VOC 6, 7	ILS, SS
	To work with minimal supervision	4.2.1 Locating areas at work 4.2.3 Grooming and dressing appropriately 4.2.5 Following rules at work 4.2.1 Starting to work on your own 4.2.15 Reporting accidents or problems 4.2.16 Assisting co-workers 4.2.17 Asking questions about an unfamiliar work task 4.2.18 Working in the presence of distractions 4.2.28 Talking to co-workers on the job	ALSC 4.2	ILS, SS, READ
Functional Word Series	Read and/or write high frequency and functional words used in the community	Signs Around You Functional Words Week 1: Words 31-40 Week 2: Words 41-50 Week 3: Words 51-60	FWS Signs Around You Word Kit	ALL COURSES

Functional Academic Skills ~ 1st Nine Weeks

ELA 6th Grade	ELA 7th Grade	ELA 8th Grade
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<ul style="list-style-type: none"> ❖ Identifies first and last name ❖ Orally recognizes, copies, writes or types name/personal information ❖ Reads personal information ❖ Give personal information to familiar person or stranger when appropriate as in needing help ❖ Reads a calendar (days of the week and months of the year) in random or chronological order ❖ Writes own personal data ❖ Writes the current date - month, day, year ❖ Identify characters in a story ❖ Identify what happens in the beginning and ending of a story ❖ Identify multiple meaning words ❖ Identify general academic words. ❖ Identify the order of events given a short passage/text 	<ul style="list-style-type: none"> ❖ Identifies first and last name ❖ Orally recognizes, copies, writes or types name/personal information ❖ Reads personal information ❖ Give personal information to familiar person or stranger when appropriate as in needing help ❖ Reads a calendar (days of the week and months of the year) in random or chronological order ❖ Writes own personal data ❖ Writes the current date - month, day, year ❖ Make an inference from a literary text. ❖ Use context clues to determine the meaning of a word. ❖ Identify a visual image to match a provided text 	<ul style="list-style-type: none"> ❖ Identifies first and last name ❖ Orally recognizes, copies, writes or types name/personal information ❖ Reads personal information ❖ Give personal information to familiar person or stranger when appropriate as in needing help ❖ Reads a calendar (days of the week and months of the year) in random or chronological order ❖ Writes own personal data ❖ Writes the current date - month, day, year ❖ Make an inference from a literary text. ❖ Use context clues to determine the meaning of a word ❖ Identify general academic words
<p style="text-align: center;">Common Core Connectors</p> <p>6.RL.b3</p> <p>6.RL.c3</p> <p>6.RWL.a1</p> <p>6.RWL.c1</p> <p>6.WL.c1</p>	<p style="text-align: center;">Common Core Connectors</p> <p>7.RL.i2</p> <p>7.RWL.g1</p> <p>7.WL.l1</p>	<p style="text-align: center;">Common Core Connectors</p> <p>8.RL.i2</p> <p>8.RWL.g1</p> <p>8.RWL.i1</p>

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Math 6 th Grade	Math 7 th Grade	Math 8 th Grade
<ul style="list-style-type: none"> ❖ Demonstrates an understanding of the 1:1 relationship ❖ Matches numbers 1-100 with the same number of objects ❖ Counts and writes numbers by 2's, 5's, 10's and 25's to 100 ❖ Recognizes and continues a pattern ❖ Recognizes and understands symbols of math (+, -, =, <, >, \$, ¢) ❖ Uses a calculator ❖ Understands directional words, i.e. first, second, up, down, etc. ❖ Understands concept of more, less, half, whole, all, none, etc. ❖ Match/identify a simple ratio ❖ Concept of +, -, x, ÷ ❖ Concept of fraction and decimal. ❖ Use concrete objects to represent the removal (subtraction) or addition of one half from/to a whole object 	<ul style="list-style-type: none"> ❖ Demonstrates an understanding of the 1:1 relationship ❖ Matches numbers 1-100 with the same number of objects ❖ Counts and writes numbers by 2's, 5's, 10's and 25's to 100 ❖ Recognizes and continues a pattern ❖ Recognizes and understands symbols of math (+, -, =, <, >, \$, ¢) ❖ Uses a calculator ❖ Understands directional words, i.e. first, second, up, down, etc. ❖ Understands concept of more, less, half, whole, all, none, etc. ❖ Recognize the constancy of one object to its parts (i.e., one face, two eyes) ❖ Use a table to recognize the quantity of two entries, without counting, to determine which is relatively larger. 	<ul style="list-style-type: none"> ❖ Demonstrates an understanding of the 1:1 relationship ❖ Matches numbers 1-100 with the same number of objects ❖ Counts and writes numbers by 2's, 5's, 10's and 25's to 100 ❖ Recognizes and continues a pattern ❖ Recognizes and understands symbols of math (+, -, =, <, >, \$, ¢) ❖ Uses a calculator ❖ Understands directional words, i.e. first, second, up, down, etc. ❖ Understands concept of more, less, half, whole, all, none, etc. ❖ Recognize how values/numbers can lie between whole numbers on a number line. ❖ Recognize a positive relationship between two variables ❖ Use manipulatives or graphic organizers to solve a problem
<p>Common Core Connectors</p> <p>6.PRF.1c1</p> <p>6.NO.2c3</p>	<p>Common Core Connectors</p> <p>7.NO.2f1</p> <p>7.NO.2f2</p>	<p>Common Core Connectors</p> <p>8.NO.1k3</p> <p>8.PRF.1e2</p> <p>8.PRF.1g3</p>