



Adaptive Living Skills Curriculum (ALSC)

Functional and Adaptive Skills Pacing Guide Middle School ~ 4th Nine Weeks

Division 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)
Community Participation Community Living Skills <i>(Community Involvement)</i>	To use public restrooms	3.7.1 Removing toilet paper from a dispenser 3.7.2 Drying hands with a paper towel or air dryer 3.7.3 Latching a toilet stall door 3.7.4 Using a soap dispenser 3.7.5 Entering a restroom for the appropriate sex 3.7.7 Using a urinal (male) 3.7.14 Asking for directions to a rest room 3.7.39 Covering a toilet seat with paper	ALSC 3.7 FISH ADT 79-81, 84	ILS, READ, SS, PE
	To use a telephone	3.7.9 Answering a telephone 3.7.18 Responding to incomplete telephone calls 3.7.22 Completing a telephone call 3.7.25 Taking a telephone message 3.7.27 Answering telephone calls when home alone 3.7.28 Writing down frequently called telephone numbers 3.7.30 Calling for help in an emergency 3.7.32 Locating a public telephone 3.7.33 Obtaining information by telephone 3.7.34 Responding to telephone sales calls 3.7.41 Using the white pages of a telephone directory 3.7.42 Using a pay telephone 3.7.43 Receiving collect telephone calls 3.7.44 Making long-distance telephone calls 3.7.46 Using the yellow pages of a telephone directory 3.7.48 Hanging up on obscene or nuisance telephone calls 3.7.49 Calling directory assistance 3.7.51 Ordering by telephone 3.7.54 Making reservations by telephone	ALSC 3.7 FISH ADT 140-143	ILS, SCI, MATH, READ, SS



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Weeks 1-3				
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Home Cleaning and Organization Home Living Skills <i>(Independent/Supportive Living)</i>	To establish daily/weekly routines	2.3.4 Opening and closing drapes curtains and blinds 2.3.5 Wiping shoes on a doormat 2.3.6 Opening and closing windows 2.3.7 Making the bed 2.3.10 Removing bed linens 2.3.11 Dusting furniture 2.3.12 Taking out trash 2.3.14 Replacing bed linens 2.3.16 Vacuuming a carpet 2.3.17 Emptying a wastebasket 2.3.20 Folding and storing linens 2.3.24 Shaking throw rugs 2.3.25 Dust mopping or sweeping floors 2.3.28 Cleaning appliances 2.3.31 Cleaning windows and mirrors 2.3.32 Scrubbing sinks, bathtubs, or showers 2.3.35 Emptying a dehumidifier 2.3.36 Recycling paper, cans and glass 2.3.37 Cleaning a toilet 2.3.38 Mopping floors 2.3.44 Waxing floors 2.3.45 Setting a thermostat 2.3.46 Scheduling cleaning tasks	ALSC 2.3 FISH ADT 117-125	READ, ILS, SCI, SS
Home Maintenance Home Living Skills <i>(Independent/Supportive Living)</i>	To repair minor damage to household items	2.4.2 Replacing a light bulb 2.4.8 Hammering a nail 2.4.11 Tightening a screw 2.4.15 Unclogging a toilet or drain 2.4.19 Calling a repairperson 2.4.20 Getting an appliance repaired 2.4.21 Resetting a circuit breaker 2.4.25 Repairing or replacing a window screen 2.4.26 Replacing a burned-out fuse 2.4.27 Changing a faucet washer 2.4.28 Getting a broken window repaired	ALSC 2.4	READ, 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 conduct routine household maintenance tasks	2.4.9 Storing tools 2.4.22 Removing and storing screens or storm windows	ALSC 2.4	ILS, SCI, SS
Home Safety Home Living Skills <i>(Independent/Supportive Living)</i>	To implement necessary procedures in emergency situations	2.5.4 Following directions in an emergency 2.5.8 Getting help for injuries at home 2.5.14 Heeding a weather warning 2.5.25 Leaving a message 2.5.36 Storing poisonous substances 2.5.40 Detecting a gas leak	ALSC 2.5 FISH ADT 142	ILS, SS, READ, SCI
	To prevent falling and slipping on obstacles	2.5.1 Using a stairway 2.5.3 Turning on the lights 2.5.9 Picking up objects from the floor 2.5.10 Using a flashlight 2.5.12 Getting in and out of the bathtub or shower 2.5.13 Wiping up a spill 2.5.24 Using a stepladder 2.5.32 Placing electrical cords safely in a room	ALSC 2.5	READ, ILS, SCI, SS
Community Safety Community Living Skills <i>(Community Involvement)</i>	To provide personal identification	3.5.13 Giving your phone number and address 3.5.15 Carrying identification and money 3.5.16 Carrying medical identification	ALSC 3.5 FISH ADT 133-135	ILS, SS, READ, SPEECH THERAPY
	To get help when a problem occurs	3.5.12 Asking for help when in danger 3.5.17 Getting directions or help when lost 3.5.21 Contacting a neighbor 3.5.28 Locating extinguishers, fire alarms, and escape routes 3.5.33 Waiting for help when a car breaks down	ALSC 3.5	ENG, READ, SS, SCI, ILS, SPEECH THERAPY
Job Safety Employment Skills <i>(Employment)</i>	To follow safety procedures	4.4.1 Moving safely in work area 4.4.2 Responding to emergencies 4.4.3 Responding to danger warnings 4.4.4 Following safety procedures 4.4.5 Following fire safety procedures	ALSC 4.4	READ, ILS, SS, SCI
Functional Word Series	Read and/or write high frequency and functional words used in the community	Grocery Words Week 1: 71-80 Week 2: 81-90 Week 3: 91-100	FWS Grocery Words Kit	ALL COURSES



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Weeks 4-6				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
Community Participation Community Living Skills <i>(Community Involvement)</i>	To eat in a restaurant	3.7.6 Waiting in a cafeteria line 3.7.8 Removing cafeteria trays 3.7.10 Carrying a food tray 3.7.11 Using a beverage dispenser 3.7.12 Moving through a cafeteria line 3.7.13 Eating in a moving vehicle 3.7.15 Ordering a beverage 3.7.16 Selecting a fast-food meal 3.7.17 Obtaining utensils and condiments 3.7.19 Ordering food from a server 3.7.21 Serving self from a salad bar 3.7.23 Selecting a meal in a cafeteria 3.7.26 Ordering from a menu	ALSC 3.7 FISH SOC 38	READ, ILS, SCI, SS, SPEECH THERAPY, CAFETERIA
Home Cleaning and Organization Home Living Skills <i>(Independent/Supportive Living)</i>	To perform spontaneous cleaning tasks	2.3.1 Picking up litter 2.3.2 Putting things away 2.3.3 Putting away household items 2.3.8 Replacing a roll of toilet paper 2.3.9 Wiping counters 2.3.13 Putting away cleaning supplies 2.3.15 Replacing a roll of paper towels 2.3.18 Emptying ashtrays 2.3.19 Sweeping up dry spills 2.3.21 Cleaning bathtubs and showers 2.3.22 Cleaning outside walks and driveways 2.3.26 Replacing dirty dishcloths and dishtowels 2.3.27 Cleaning up after a pet 2.3.30 Cleaning the stove 2.3.33 Spraying air fresheners 2.3.34 Cleaning the laundry area	ALSC 2.3 FISH ADT 123-125	ILS, READ, 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)
Home Maintenance Home Living Skills <i>(Independent/Supportive Living)</i>	To maintain a lawn or garden area	2.4.1 Raking a lawn 2.4.3 Watering a lawn, garden or flower bed 2.4.4 Weeding a lawn or garden 2.4.10 Trimming weeds or grass 2.4.12 Mowing lawn with a hand mower 2.4.14 Mowing a lawn with a power mower 2.4.17 Trimming bushes or shrubs 2.4.18 Fertilizing a lawn	ALSC 2.4 FISH 69, 70	READ, SS, ILS, SCI
Home Safety Home Living Skills <i>(Independent/Supportive Living)</i>	To prevent and respond to fire hazards	2.5.5 Responding to a fire alarm 2.5.7 Sitting by an open fire 2.5.26 Extinguishing clothing that is on fire 2.5.34 Activating a fire alarm 2.5.37 Storing flammable materials 2.5.41 Extinguishing a fire in a pan on the stove 2.5.42 Extinguishing an oven fire 2.5.43 Testing a smoke alarm	ALSC 2.5 FISH ADT 142	READ, SS, ILS, SCI
	To prevent electrical accidents	2.5.2 Turning off a lamp 2.5.15 Plugging in electrical appliances 2.5.18 Attaching and plugging in an extension cord 2.5.23 Opening and closing a garage door with an electric opener 2.5.38 Discarding a worn electrical cord 2.5.39 Operating electric tools	ALSC 2.5	READ, ILS, SCI
Community Safety Community Living Skills <i>(Community Involvement)</i>	To heed safety signs	3.5.18 Taking cover in a storm 3.5.22 Following warning signs	ALSC 3.5	ILS, READ, 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 walk safely in traffic areas	3.5.1 Walking around obstacles 3.5.2 Looking out for traffic 3.5.3 Crossing streets at a corner 3.5.4 Walking away from traffic 3.5.6 Staying with a group 3.5.7 Looking both ways when crossing 3.5.8 Crossing streets with a signal 3.5.9 Crossing streets at crosswalks 3.5.14 Crossing railroad tracks safely 3.5.25 Staying away from fallen wires 3.5.26 Walking on the side of a road 3.5.27 Yielding to an emergency vehicle	ALSC 3.5	ILS, READ, SS, SCI
Job Safety Employment Skills <i>(Employment)</i>	To follow safety procedures	4.4.6 Storing materials and equipment 4.4.7 Lifting heavy objects 4.4.8 Dressing safely for a job 4.4.9 Wearing safety goggles 4.4.10 Wearing protective clothing	ALSC 4.4	ILS, READ, SS, SCI
Functional Word Series	Read and/or write high frequency and functional words used in the community	Job/Work Words Week 4: 1-10 Week 5: 11-20 Week 6: 21-30	FWS Job/Work Words Kit	ALL COURSES

Weeks 7-9				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)



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Weeks 7-9				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
Community Participation Community Living Skills <i>(Community Involvement)</i>	To use community services	3.7.20 Opening your own mail 3.7.24 Using a library 3.7.29 Contacting a caseworker 3.7.35 Mailing a letter or package 3.7.36 Reporting a lost item 3.7.37 Turning in an item to a lost-and-found department 3.7.38 Reporting a theft 3.7.50 Obtaining a license or permit 3.7.52 Contacting community and professional services 3.7.53 Making an appointment 3.7.55 Obtaining legal counsel 3.7.57 Selecting suitable housing	ALSC 3.7	ILS, READ, SS
	To participate in civic activities	3.7.31 Discussing current events 3.7.40 Paying consequences for violating laws 3.7.45 Working on a community project 3.7.47 Expressing an opinion in public meetings 3.7.56 Voting in an election	ALSC 3.7	SPEECH THERAPY, ILS, READ, SS
Home Cleaning and Organization Home Living Skills <i>(Independent/Supportive Living)</i>	To complete extensive cleaning activities	2.3.23 Cleaning and organizing cupboards and cabinets 2.3.29 Vacuuming furniture 2.3.39 Spot-cleaning walls 2.3.40 Washing walls and baseboards 2.3.41 Dusting or washing window blinds 2.3.42 Cleaning door and window screens 2.3.43 Changing vacuum cleaner bags 2.3.47 Defrosting and cleaning the freezer and refrigerator 2.3.48 Cleaning ovens 2.3.49 Sharpening knives	ALSC 2.3 FISH ADT 120-121	ILS, READ, SS, SCI
Home Maintenance Home Living Skills <i>(Independent/Supportive Living)</i>	To maintain an automobile or bicycle	2.4.5 Cleaning the inside of a car 2.4.6 Washing and drying the outside of a car 2.4.7 Cleaning car windows 2.4.13 Repairing a bicycle	ALSC 2.4	SS, ILS, SCI
	To paint the interior or exterior of a house	2.4.16 Cleaning a paintbrush and roller 2.4.23 Painting the outside of a house 2.4.24 Painting inside walls and trim	ALSC 2.4	ILS, SS, SCI



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Home Safety Home Living Skills <i>(Independent/Supportive Living)</i>	To handle sharp objects in a safe manner	2.5.6 Carrying breakable objects 2.5.11 Carrying sharp objects 2.5.19 Using a knife	ALSC 2.5	READ, ILS, SCI, CAFETERIA
	To maintain home security	2.5.21 Opening and closing a garage door manually 2.5.22 Carrying a house key 2.5.27 Closing and locking doors and windows 2.5.28 Responding to a person at the door 2.5.29 Reporting an intruder	ALSC 2.5	READ, SS, SCI, ILS, SPEECH THERAPY
Community Safety Community Living Skills <i>(Community Involvement)</i>	To ride a bicycle safely	3.5.30 Crossing a street with a bicycle 3.5.31 Riding a bicycle in traffic 3.5.32 Signaling turns while riding a bicycle	ALSC 3.5 FISH ADT 138	ILS READ
	To ride safely in a car	3.5.5 Locking and unlocking car doors 3.5.19 Fastening a seat belt 3.5.34 Obeying traffic laws while driving	ALSC 3.5	READ, SS, ILS, SCI
	To avoid harm from strangers or unfamiliar situations	3.5.10 Walking away from unfamiliar animals 3.5.11 Accepting rides from familiar persons 3.5.20 Going with another person at night 3.5.23 Walking away from strangers 3.5.24 Avoiding poisonous plants, harmful insects, and animals 3.5.29 Sitting near the driver on a bus	ALSC 3.5	READ, SS, ILS, SCI
Job Safety Employment Skills <i>(Employment)</i>	To follow safety procedures	4.4.11 Operating routine equipment correctly 4.4.12 Inspecting materials and equipment 4.4.13 Placing safety guards on machines 4.4.14 Handling chemicals	ALSC 4.4	READ, ILS, SS, SCI
Functional Word Series	Read and/or write high frequency and functional words used in the community	Job/Work Words Week 7: 31-40 Week 8: 41-50 Week 9: 51-60	FWS Job/Work Words Kit	ALL COURSES



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Functional Academic Skills ~ 4th Nine Weeks

ELA 6 th Grade	ELA 7 th Grade	ELA 8 th Grade
<ul style="list-style-type: none"> ❖ Links cause and effect ❖ Draws conclusions from text ❖ Highlights key information ❖ Write from interest and/or imagination ❖ Write or draw a picture from verbal dictation ❖ Writes a paragraph of 3-5 sentences on a topic ❖ Edits own writing for errors in punctuation/grammar ❖ Identify a description of an event or individual text ❖ Identify a fact from the text 	<ul style="list-style-type: none"> ❖ Links cause and effect ❖ Draws conclusions from text ❖ Highlights key information ❖ Write from interest and/or imagination ❖ Write or draw a picture from verbal dictation ❖ Writes a paragraph of 3-5 sentences on a topic ❖ Edits own writing for errors in punctuation/grammar ❖ Identify a claim from the text ❖ Identify two texts on the same topic. Compare/contrast two statements related to a single topic 	<ul style="list-style-type: none"> ❖ Links cause and effect ❖ Draws conclusions from text ❖ Highlights key information ❖ Write from interest and/or imagination ❖ Write or draw a picture from verbal dictation ❖ Writes a paragraph of 3-5 sentences on a topic ❖ Edits own writing for errors in punctuation/grammar ❖ Identify a fact from the text ❖ Identify a similar topic in two texts
<p>Common Core Connectors</p> <p>6.RI.g4</p> <p>6.RI.g6</p>	<p>Common Core Connectors</p> <p>7.RI.k4</p> <p>7.RI.l1</p>	<p>Common Core Connectors</p> <p>8.RI.k4</p> <p>8.RI.l1</p>

Functional Academic Skills ~ 4th Nine Weeks



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Math 6 th Grade	Math 7 th Grade	Math 8 th Grade
<ul style="list-style-type: none"> ❖ Multiplies/divides with or without regrouping ❖ Decompose the word problem; set up a linear equation to solve problems ❖ Identify the highest and lowest value in a data set given a number line and matching symbols; Identify the representation of the mode: Use concrete materials to produce the mean 	<ul style="list-style-type: none"> ❖ Multiplies/divides with or without regrouping ❖ Recognize the area of a circle and the circumference when shown a graphic representation ❖ Demonstrate the concept of the surface area of a rectangular prism; Fill rectangular prism ❖ Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency). 	<ul style="list-style-type: none"> ❖ Multiplies/divides with or without regrouping ❖ Locate points on the x-axis and y-axis of an adapted grid ❖ Use graphs to create a statement about the relationship of two variables
<p>Common Core Connectors</p> <p>6.PRF.1d1</p> <p>6.NO.2a6</p> <p>6.DPS.1d3</p>	<p>Common Core Connectors</p> <p>7.ME.2d1</p> <p>7.GM.1h2</p> <p>7.DPS.1k1</p>	<p>Common Core Connectors</p> <p>8.DPS.1h1</p> <p>8.DPS.1k2</p>