

Non-Negotiable	Essential Vocabulary			
<b>ELA</b> – Purposeful Communication, Effective Communication, Vocabulary, Writing and Presenting	Rules Roles Agree Disagree Fact Opinion Main Idea Details	Order Digits Sets Tens Less than Greater than Temperature Negative Positive Thermometer	Germs Illness Hygiene Reduce Minor Treatment Prevent Infection Disease Spread Dispose	Request Choices Negotiate Change Advocate
<b>Math</b> – Maintenance and Extension of Number Knowledge and Vocabulary				
<b>Science</b> – Healthful Living, Science Inquiry and Vocabulary				
<b>Social Studies</b> – Citizenship and Vocabulary				
IEP/Transition Goals	Assessment and Data			
Based on the needs of the individual student.				

<b>ELA Common Core</b>	<b>Math Common Core</b>	<b>Science Essential Standards</b>	<b>Social Studies Essential Standards</b>
<p><b><u>Prepare and engage actively in communication:</u></b></p> <p><b>6.1.</b> Participate in communicative exchanges.</p> <p><b>a.</b> Come to discussions prepared to share information.</p> <p><b>b.</b> With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b><u>Extend Number knowledge:</u></b></p> <p><b>6.4.</b> Understand that the order of the digits determines the given number and use this understanding to compare sets and numbers (i.e., 24 and 42, 24 is less than 42 because it contains 2 tens and 42 contains 4 tens).</p> <p><b>6.5.</b> Compare temperatures including negatives (use a non-digital thermometer).</p>	<p><b><u>Understand diseases that affect living things:</u></b></p> <p><b>EX.8.L.1.1</b> Recognize that germs can cause illness</p> <p><b>EX.8.L.1.2</b> Identify illnesses that may be caused by germs.</p> <p><b>EX.8.L.1.3</b> Demonstrate hygienic practices that reduce the presence of germs.</p> <p><b>EX.8.L.1.4</b> Describe minor treatments to prevent infection</p>	<p><b><u>Understand social change:</u></b></p> <p><b>EX.8.C&amp;G.2.1</b> Apply self-advocacy skills to request new choices (e.g., verbal, pictorial, etc.) to negotiate change.</p>

<p><b>c.</b> Ask and answer questions specific to the topic, text or issue under discussion.</p> <p><b>d.</b> Determine whether others involved in the discussion agree or disagree with own perspective.</p> <p><b>6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.</p> <p><b>6.3.</b> Identify the points the speaker makes and how one or more is supported by reasons and evidence.</p> <p><b>7.1.</b> Participate in communicative exchanges.</p> <p><b>a.</b> Come to discussions prepared to share information.</p> <p><b>b.</b> With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.</p> <p><b>7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.</p> <p><b>7.3.</b> Determine whether the claims made by a speaker are fact or</p>		<p>and the spread of disease (Band-Aid on cut; Cover mouth for sneeze or cough; Use and disposal of tissues).</p>	
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opinion.

**Present information**

**6.4.** Present findings including descriptions, facts, or details related to a main idea or theme.

**6.5.** Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.

**6.6.** Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

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**Communicate effectively**

**6.3.** Use language to achieve desired meaning when writing or communicating.

**a.** Vary use of language when

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<p>listener or reader does not understand initial attempt.</p> <p><b>7.3.</b> Use language to achieve desired meaning when writing or communicating.</p> <p><b>a.</b> Use precise language as required to achieve desired meaning.</p> <p><b><u>Acquire and use vocabulary</u></b></p> <p><b>6.4.</b> Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p><b>a.</b> Use context to identify which word in an array of content related words is missing from a sentence.</p> <p><b>b.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p><b>6.5.</b> Demonstrate understanding of word relationships.</p> <p><b>a.</b> Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.</p> <p><b>b.</b> Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p><b>6.6.</b> Acquire and use general</p>			
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<p>academic and domain-specific words and phrases.</p> <p><b>7.4.</b> Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <ul style="list-style-type: none"><li><b>a.</b> Use context to identify which word in an array of content related words is missing from a sentence.</li><li><b>b.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</li></ul> <p><b>7.5.</b> Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none"><li><b>a.</b> Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.</li><li><b>b.</b> Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</li></ul> <p><b>7.6.</b> Acquire and use general academic and domain-specific words and phrases.</p> <p><b>8.4.</b> Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <ul style="list-style-type: none"><li><b>a.</b> Use context to identify which word in an array of content</li></ul>			
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<p>related words is missing from a sentence.</p> <p><b>b.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p><b>8.5.</b> Demonstrate understanding of word relationships.</p> <p><b>a.</b> Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.</p> <p><b>b.</b> Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p><b>8.6.</b> Acquire and use general academic and domain-specific words and phrases.</p> <p><b><u>Use supporting information in writing</u></b></p> <p><b>6.1.</b> Write* a claim and support it with two or more reasons or other relevant evidence.</p> <p><b>7.1.</b> Write* a claim and support it with two or more reasons or other relevant evidence.</p> <p><b>8.1.</b> Write* a claim.</p> <p><b>a.</b> Support claim with two or more reasons or other relevant evidence.</p> <p><b>b.</b> State one opposing or</p>			
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counterclaim.			
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**UDL Suggestions**

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**Resources & Materials**

<b>Resources will be identified during the 2012-2013 school year</b>
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**ITES**

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**Life Skills**

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