



# Adaptive Living Skills Curriculum (ALSC)

## Functional and Adaptive Skills Pacing Guide Middle School ~ 2nd 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](http://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](http://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)
<b>Time Management</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To use a calendar</b>	3.3.4 Naming the current day 3.3.7 Stating own birthday 3.3.8 Adapting to seasonal changes 3.3.9 Stating the date 3.3.10 Writing own birth date 3.3.12 Writing a specific year 3.3.16 Writing the current date 3.3.20 Indicating availability for appointments 3.3.21 Discarding outdated materials 3.3.22 Recording events on a calendar	ALSC 3.3 FISH ADT 104, 106, 107, 133- 135	ALL COURSES
<b>Mobility and Travel</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To enter and move around within buildings</b>	3.2.1 Walking up and down stairs 3.2.3 Using an automatic door 3.2.4 Opening and closing doors with various opening mechanisms 3.2.5 Using a revolving door 3.2.6 Using an escalator 3.2.7 Using an elevator 3.2.8 Opening a lock with a key 3.2.11 Finding designated offices or rooms in a building 3.2.18 Unlocking areas or items secured with a padlock	ALSC 3.2	ALL COURSES
<b>Grooming</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To wash or bathe</b>	1.3.1 Washing and drying hands 1.3.2 Adjusting the water flow 1.3.4 Washing and drying the face 1.3.7 Taking a bath or shower 1.3.8 Adjusting the water temperature	ALSC 1.3 FISH 64-72	ILS, SS, PE
	<b>To care for teeth and mouth</b>	1.3.5 Brushing teeth 1.3.14 Using mouthwash 1.3.22 Flossing teeth	ALSC 1.3 FISH ADT 85, 91, 92	ILS, SS, SCI, READ
<b>Sexuality</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To understand one's body and its functions</b>	1.7.1 Identifying males and females 1.7.6 Describing changes occurring during puberty 1.7.7 Understanding reproduction	ALSC 1.7	ILS, SCI
<b>Clothing Care</b> <b>Home Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To store clothing properly</b>	2.1.2 Storing footwear 2.1.3 Hanging clothing on hangers 2.1.4 Folding clean laundry 2.1.5 Storing clean clothes 2.1.14 Storing out-of-season clothes	ALSC 2.1 FISH ADT 108- 116	ILS, MATH, SS



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<b>Weeks 1-3</b>				
<b>Skill Area</b> ALSC Book <i>(IEP Transition Category)</i>	<b>Goal</b>	<b>Objective(s)</b>	<b>Resources/ Curriculum</b>	<b>Course(s)</b>
<b>Employee Relations</b> <b>Employment Skills</b> <i>(Employment)</i>	<b>To interact with co-workers</b>	4.3.4 Loaning materials or equipment to a co-worker 4.3.5 Conversing with co-workers 4.3.8 Cooperating on a joint task 4.3.9 Explaining a task to a co-worker 4.3.12 Using a co-worker's materials or equipment 4.3.14 Acknowledging accomplishments of others 4.3.16 Resolving disagreements with co-workers	ALSC 4.3	ILS, READ, SS, SPEECH THERAPY
<b>Functional Word Series</b>	<b>Read and/or write high frequency and functional words used in the community</b>	<b>Signs Around You Functional Words</b> Week 1: Words 91-100	FWS Signs Around You Word Kit	ALL COURSES
	<b>Read and/or write high frequency and functional words used in the community</b>	<b>Fast Food/Restaurant Words</b> Week 2: Words 1-10 Week 3: Words 11-20	FWS Fast Food/Restaurant Words Kit	ALL COURSES

<b>Weeks 4-6</b>				
<b>Skill Area</b> ALSC Book <i>(IEP Transition Category)</i>	<b>Goal</b>	<b>Objective(s)</b>	<b>Resources/ Curriculum</b>	<b>Course(s)</b>
<b>Time Management</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To tell time</b>	3.3.13 Telling time 3.3.14 Arriving at a specified time 3.3.15 Reading times on printed schedules 3.3.17 Using a timer 3.3.18 Setting a clock or watch 3.3.19 Setting an alarm clock	ALSC 3.3 FISH ADT 95-101	ILS, READ, SS, MATH



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<b>Weeks 4-6</b>				
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<b>Mobility and Travel</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To move around the community</b>	3.2.2 Walking on a busy sidewalk 3.2.9 Locating a neighbor's home 3.2.10 Finding familiar locations 3.2.12 Walking through crowded areas 3.2.13 Asking directions to a location 3.2.15 Reaching a destination several blocks from home 3.2.31 Checking into a motel or hotel 3.2.33 Obtaining a driver's permit 3.2.35 Obtaining a driver's license	ALSC 3.2 FISH ADT 137	ILS, READ, SCI, SS, MATH
<b>Grooming</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To perform miscellaneous grooming tasks</b>	1.3.3 Blowing or wiping the nose 1.3.9 Cleaning and storing grooming items 1.3.12 Checking appearance after grooming 1.3.15 Putting on deodorant or antiperspirant 1.3.16 Applying perfume, cologne or aftershave 1.3.21 Removing makeup (females) 1.3.23 Applying makeup (females)	ALSC 1.3 FISH ADT 86-89	ILS, SS, PE
	<b>To care for hair</b>	1.3.6 Combing or brushing hair 1.3.10 Washing, rinsing and drying hair 1.3.11 Putting barrettes or hairpins in hair (females) 1.3.13 Drying hair with a blow dryer 1.3.26 Applying hairspray or styling gel 1.3.27 Curling hair (females) 1.3.29 Getting a haircut	ALSC 1.3 FISH ADT 73-76	ILS, SS, SCI
<b>Sexuality</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To respond appropriately in social/sexual situations</b>	1.7.2 Undressing in privacy 1.7.3 Masturbating only in private 1.7.4 Discussing sexual concerns 1.7.5 Responding to a sexual assault 1.7.10 Obtaining counseling 1.7.17 Refusing unwanted sexual advances	ALSC 1.7	ILS, SCI, SS, SPEECH THERAPY



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<b>Clothing Care</b> <b>Home Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To perform laundry tasks</b>	2.1.1 Placing dirty clothing in a hamper 2.1.9 Washing clothes at a scheduled time 2.1.10 Operating a washer 2.1.11 Operating a dryer 2.1.12 Hanging clothes on a line 2.1.13 Brushing off dirt, lint, or pet hair 2.1.15 Drying leather items 2.1.17 Separating washable and nonwashable clothes 2.1.18 Using coin-operated washers and dryers 2.1.19 Ironing clothes 2.1.20 Removing stains 2.1.22 Arranging to have clothes dry cleaned 2.1.23 Washing clothes by hand	ALSC 2.1 FISH ADT 112-118	ILS, SCI, SS, MATH
<b>Employee Relations</b> <b>Employment Skills</b> <i>(Employment)</i>	<b>To respond to supervisors</b>	4.3.1 Accepting assistance 4.3.2 Making eye contact 4.3.3 Making changes on the job 4.3.6 Asking for assistance 4.3.7 Speaking positively about personal work 4.3.10 Responding to criticism 4.3.11 Respecting private offices or work areas 4.3.13 Offering to do extra work 4.3.15 Accepting negative consequences 4.3.17 Discussing a complaint 4.3.18 Attempting to solve problems before seeking help 4.3.19 Discussing personal problems 4.3.20 Expressing an opinion 4.3.21 Refusing to be dishonest 4.3.22 Discussing undeserved criticism or consequences	ALSC 4.3	ILS, SS, READ, SPEECH THERAPY
<b>Functional Word Series</b>	<b>Read and/or write high frequency and functional words used in the community</b>	<b>Fast Food/Restaurant Words</b> Week 4: Words 21-30 Week 5: Words 31-40 Week 6: Words 41-50	FWS Fast Food/Restaurant Words Kit	ALL COURSES



## Adaptive Living Skills Curriculum (ALSC)

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Weeks 7-9				
Skill Area ALSC Book <i>(IEP Transition Category)</i>	Goal	Objective(s)	Resources/ Curriculum	Course(s)
<b>Time Management</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To apply general time concepts</b>	3.3.1 Stating own age 3.3.2 Making reference to weekends 3.3.3 Making reference to morning, afternoon, and evening 3.3.5 Doing a task now or later 3.3.6 Following a routine 3.3.11 Relating past and future events	ALSC 3.3 FISH 102	ILS, READ, SS, SCI, MATH
<b>Mobility and Travel</b> <b>Community Living Skills</b> <i>(Community Involvement)</i>	<b>To travel on public transportation</b>	3.2.14 Taking an assigned seat on a plane, train or bus 3.2.16 Arriving at the bus or train stop on time 3.2.17 Getting off at a destination 3.2.19 Choosing the correct bus or train 3.2.20 Directing a taxi driver 3.2.21 Using a bus or train transfer 3.2.22 Arranging to ride in a car-pool 3.2.23 Claiming luggage 3.2.24 Checking luggage 3.2.25 Locating a departure gate 3.2.26 Riding a bus or train 3.2.27 Calling a taxi 3.2.28 Signaling a taxi 3.2.29 Choosing methods of transportation 3.2.30 Using a map as a guide 3.2.32 Making transportation reservations in advance 3.2.34 Using a travel agent	ALSC 3.2	ILS, READ, SCI, SS, MATH
<b>Grooming</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To shave</b>	1.3.25 Shaving facial hair (males) 1.3.28 Shaving legs and underarms (females) 1.3.30 Trimming a moustache and/or beard (males)	ALSC 1.3 FISH ADT 94	ILS, SS, SCI
	<b>To care for nails</b>	1.3.17 Cleaning Fingernails 1.3.18 Putting on fingernail polish (females) 1.3.19 Trimming or filing fingernails 1.3.20 Trimming toenails 1.3.24 Trimming hangnails 1.3.31 Pushing back cuticles	ALSC 1.3	ILS, SS, SCI



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<b>Sexuality</b> <b>Personal Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To show responsibility for sexual behavior</b>	1.7.8 Engaging in intimate behaviors 1.7.9 Describing the signs of pregnancy 1.7.11 Choosing whether to use birth control 1.7.12 Selecting a method of birth control 1.7.13 Preventing sexually transmitted disease 1.7.14 Using a method of birth control 1.7.15 Obtaining treatment for a sexually transmitted disease 1.7.16 Obtaining a pregnancy test (female) 1.7.18 Resolving an unplanned pregnancy	ALSC 1.7	ILS, SS, SCI
<b>Clothing Care</b> <b>Home Living Skills</b> <i>(Independent/Supportive Living)</i>	<b>To make minor repairs clothing</b>	2.1.6 Discarding clothes that cannot be repaired 2.1.7 Replacing shoelaces 2.1.8 Removing loose threads or tags 2.1.16 Polishing shoes 2.1.21 Arranging to have shoes repaired 2.1.24 Sewing on a button 2.1.25 Arranging to have clothes repaired 2.1.26 Mending minor tears by hand 2.1.27 Mending tears with a sewing machine 2.1.28 Hemming clothes	ALSC 2.1	ILS, SCI, SS, READ
<b>Employee Relations</b> <b>Community Living Skills</b> <i>(Employment)</i>	<b>To use banking services</b>	3.4.18 Cashing a paycheck 3.4.34 Withdrawing money from a bank account 3.4.35 Opening a savings account 3.4.36 Depositing money into a bank account 3.4.45 Opening a checking account 3.4.47 Writing checks within the account balance 3.4.48 Balancing a checkbook	ALSC 3.4	ILS, SS, MATH
	<b>To understand financial documents</b>	3.4.29 Checking the accuracy of gross pay 3.4.33 Signing a contract 3.4.38 Paying bills on time 3.4.40 Saving sales receipts and warranties 3.4.41 Purchasing insurance 3.4.42 Filing income tax forms	ALSC 3.4	ILS, SS, READ, MATH



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<b>Skill Area</b> ALSC Book <i>(IEP Transition Category)</i>	<b>Goal</b>	<b>Objective(s)</b>	<b>Resources/ Curriculum</b>	<b>Course(s)</b>
<b>Functional Word Series</b>	<b>Read and/or write high frequency and functional words used in the community</b>	<b>Fast Food/Restaurant Words</b> Week 7: Words 51-60 Week 8: Words 61-70 Week 9: Words 71-80	FWS Fast Food/ Restaurant Words Kit	ALL COURSES

**Functional Academic Skills ~ 2nd Nine Weeks**





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ELA 6 <sup>th</sup> Grade	ELA 7 <sup>th</sup> Grade	ELA 8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>❖ Reads, tells, or writes name of a parent or guardian</li> <li>❖ Reads high frequency sight words</li> <li>❖ Matches pictures to words</li> <li>❖ Alphabetizes words to the first letter</li> <li>❖ Mark and/or make notes of events on a calendar</li> <li>❖ Tells or writes answers to simple questions</li> <li>❖ Recalls details in a text</li> <li>❖ Identify a topic from a single source</li> <li>❖ Match transition words, phrases, and clauses within a text</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reads, tells, or writes name of a parent or guardian</li> <li>❖ Reads high frequency sight words</li> <li>❖ Matches pictures to words</li> <li>❖ Alphabetizes words to the first letter</li> <li>❖ Mark and/or make notes of events on a calendar</li> <li>❖ Tells or writes answers to simple questions</li> <li>❖ Identify the theme or central idea of the text</li> <li>❖ Identify the relationship between people, events, or ideas in a text</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reads, tells, or writes name of a parent or guardian</li> <li>❖ Reads high frequency sight words</li> <li>❖ Matches pictures to words</li> <li>❖ Alphabetizes words to the first letter</li> <li>❖ Mark and/or make notes of events on a calendar</li> <li>❖ Tells or writes answers to simple questions</li> <li>❖ Identify the theme or central idea of the text</li> <li>❖ Given a writer’s claims, identify the writer’s perspective on the topic</li> </ul>
<p>Common Core Connectors</p> <p>6.RL.b2</p> <p>6.RI.b4</p> <p>6.WL.c3</p>	<p>Common Core Connectors</p> <p>7.RL.j1</p> <p>7.RI.j5</p>	<p>Common Core Connectors</p> <p>8.RL.j2</p> <p>8.WP.k2</p>



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**Functional Academic Skills ~ 2nd Nine Weeks**

Math 6 <sup>th</sup> Grade	Math 7 <sup>th</sup> Grade	Math 8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>❖ Adds/subtracts with or without regrouping</li> <li>❖ Tell time on a clock</li> <li>❖ State the relationship to a quantity out of 100.</li> <li>❖ Ability to select the appropriate representation of more than or less than 0 in a real world situation</li> <li>❖ Recognize how values/numbers lie on either side of zero</li> </ul>	<ul style="list-style-type: none"> <li>❖ Adds/subtracts with or without regrouping</li> <li>❖ Tell time on a clock</li> <li>❖ Identify how one variable changes in relation to another variable in a directly proportional relationship (e.g., <math>a/b=c/d</math>, if a increases what happens to c?)</li> <li>❖ Show rate when asked: Show proportion when asked; Select a set for the ratio given</li> </ul>	<ul style="list-style-type: none"> <li>❖ Adds/subtracts with or without regrouping</li> <li>❖ Tell time on a clock</li> <li>❖ Indicate the point on a line that crosses the y-axis</li> <li>❖ Use a graph to recognize the quantity in two sets, without counting, to determine which is relatively larger</li> <li>❖ Demonstrate the concept of congruent and similar (e.g., match concrete examples of congruent shapes, match concrete examples of similar shapes)</li> </ul>
<p>Common Core Connectors</p> <p>6.NO.1f1</p> <p>6.NO.1d4</p> <p>6.NO.1d2</p>	<p>Common Core Connectors</p> <p>7.PRF.1f1</p> <p>7.NO.2f6</p>	<p>Common Core Connectors</p> <p>8.PRF.2e2</p> <p>8.PRF.1f2</p> <p>8.GM.1g1</p>