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| **Subject:** CBLP | **Unit Title:** Sequencing skills in CBLP | **Dates of Instruction:** January 2019 |
| **Unit Overview:** During this month, students will be working sequencing skills that take place in their community-based learning programs. Sequencing can happen in a variety of ways, such as retelling and recalling events that happened, or participating in a set of steps that are used to complete a task. The CBLP unit plan follows the same format for each month; introduction, acquisition, application, demonstration. During the introduction phase, students will be exposed to the community-based learning programs that they participate in, the vocabulary associated with it, the people they encounter, and the tools/materials needed at those sites. During the acquisition phase of the unit, students will learn what the skill of sequencing is. During the application phase of the unit plan, students will apply the skill of sequencing to the community-based learning programs that they participate in. In the demonstration phase of the unit, students will demonstrate sequencing skills out in the community and will be assessed by peers and teachers. | | |
| **Standards:**  CDOS Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  CDOS Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  CDOS Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. and  CDOS Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. | | |
| **Vocabulary:** sequence, steps, directions, schedule, routine, follow, first, next, then, last, event, retell, recall, demonstrate | | |
| **H.O.T.Q:** | | |
| *1- Remembering*  Who do you interact with at your CBLP?  When did you participate in an activity when you needed to follow a set of directions?  What is the definition of sequencing? | *2 – Understanding*  Tell me in your own words what it means to sequence an event  Give another example of a time when you completed something in multiple steps. | *3 – Applying*  What would you do if you didn’t have something you needed to complete a step of your routine?  How would you show your boss that you completed all the parts of your job? |
| *4 – Analyzing*  What is the problem with following a visual schedule so closely?  Why do you think it’s important to learn sequencing in the work place?  What are other ways we can help ourselves use sequencing to complete a job? | *5 – Evaluating*  Would it be better if you had written, visual, or modeled directions to complete a sequenced routine?  Do you think organizing your thoughts in the order of first, next, then, and last is helpful? | *6 – Creating*  How would you apply this skill to your CBLP?  How could using this skill help you get a job?  What might help you use this skill in the work place? |
| **Learning Targets – I can...** | **Suggested Instructional Activities:** | **Suggested Assessments:** |
| *Introduction*   * Identify my CBLP’s * Recall vocabulary specific to CBLP I attend * Recall who I interact with at my CBLP * List tools/supplies/materials I need at my different CBLP’s * Compare and contrast the different CBLP’s I participate in   *Acquisition*   * Define sequencing * Organize events and things I am familiar with in terms of first, next, then, and last * Identify patterns in events * Make observations about a sequence of events * Use cause/effect to determine what to do if my sequence is not working   *Application*   * Identify which CBLP’s use sequenced activities/routines * Identify tools/materials/supplies/people needed to participate in a sequenced task/job/routine * Create a visual/written schedule to complete a sequenced task/job/routine for each one of my CBLP sites * Identify what to do if I need help * Recall/retell the duties of my job   *Demonstration*   * Demonstrate a sequenced task/job/routine at my CBLP * Recall the steps I participated in to complete my task/job/routine * Complete a self-assessment about sequencing in my CBLP * Complete a peer assessment about sequencing in my CBLP | * Sort tools/materials/supplies to the appropriate CBLP * Create a display board of each CBLP you attend that includes where it is, what you do, pictures of the students, and who you work with there * Create first, next, then, last graphic organizers * Use pictures/ picture symbols to outline each step of a routine * Take pictures of students completing each step of a routine/job * Review what happened at a job site * Review what happened * Sabotage a routine by removing an item that is needed, prompting problem solving by students | Teacher Checklists  Self Assessments  Peer assessments |
| **SANDI/Focus Skill:** | | |
| *Level One:*  Looks at or turns toward a familiar person (Re. 1)  Visually follows a familiar person for 5 seconds (Re. 7)  Visually follows object for 5 seconds (Re. 8)  Shows interest in an object for 1 min (Re. 10)  Connects objects with familiar events (Re. 14)  Responds to environmental cues (Re. 15)  Connects spoken words with familiar events (Re. 16)  Turns pages of a book one at a time (Re. 24)  Completes an ABAB puzzle (Re. 28)  Holds and explores an object (Wr. 3)  Picks up small objects (Wr. 6)  Uses hand/eye coordination to place items in a container (Wr. 10)  Follows left to right sequence when writing (Wr. 13)  Recognizes and reacts to familiar sounds (CD. 7)  Responds to simple requests (CD. 16)  Follows 5 one-step directions (SE. 27)  Gives items to people in a group (Ma. 10)  Makes sets of items (Ma. 11)  Orders items according to characteristic (Ma. 13)  Writes numbers in proper sequence (Ma. 21) | *Level Two:*  Matches symbols/pictures to activities (Re. 29) Follows a daily schedule (Re. 30, 78) Re-tells a story (Re. 36) Recites the alphabet (Re. 48. 49) Names letters (Re. 50, 51) Follows instructions to perform actions (Re. 66) Completes/Extends an ABC puzzle (Wr. 28) Sequences picture cards left to right (Wr. 36) Writes/dictates events about things that happened (Wr. 38, 45-47) Performs actions to comply with directions (CD. 38) Takes turns during structured group activity (SE. 35) Completes a set of activities independently using visual cues (SE. 43) Shows 1:1 correspondence using 5 identical sets of real objects (TE.4) Completes a multi-step classroom job (TE. 6) Follows picture/word schedule to complete tasks in a work system (TE. 8) Follows safety rules (TC. 18) Identifies today, yesterday, and tomorrow (Ma. 71) | *Level Three:*  Describes sequence of a text (Re. 79) Sequences pictures to show events of a story including beginning, middle, end Assembles a model with directions (Re. 87) Writes based off story starter (Wr. 48) Writes an opinion piece (Wr. 57) Writes 3 paragraph letter (Wr. 60) Performs actions to comply with directions (CD. 56) Participates in conversations with peers (CD. 57) Recounts events to a peer (CD. 65) Uses if/then to support an argument (CD. 68) Gives multi-step directions to get around location (CD. 75) Gives sequential steps for a task (CD. 80) Identifies personal goal with steps/describes progress made toward a personal goal (SE. 73, 74) Completes a multi-step assembly/packaging routine (TE. 15) Identifies start times of events (Ma. 84) Extends ABAB pattern using symbols (Ma. 86) |