

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Interpersonal and Community Living Skills

COURSE NUMBER:

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 2 years

CREDIT: 5 per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE:

MEETS UC AND CSU ENTRANCE REQUIREMENTS: No

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: N/A

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Course Description:

This course is designed primarily for students who are not expected to meet general secondary course requirements leading toward a high school diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A should complete this course. The objective for this course is to introduce students to skills for independent living

Recommended Prerequisites:

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: N/A

Board Approved:

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**REQUIRED TEXTBOOK:**

1. Attainment. Explore Personal Care Teacher's Manual, 2014
2. Attainment. Explore Personal Care Survival Guide (Men), 2014
3. Attainment. Explore Personal Care Survival Guide (Women), 2014
4. Attainment. Social Skills Picture Books, 2001

## INSTRUCTIONAL MATERIALS

### BASIC TEXTS:

1. Attainment. Explore Personal Care
2. Attainment. Social Skills Picture Books – High School

## **FUNCTIONAL INTERPERSONAL AND COMMUNITY LIVING SKILLS**

### **MAJOR UNITS – EXPECTATIONS**

- I. Social Behavior 1.0 – 1.9
- II. Maintenance 2.0 – 2.5
- III. Community Awareness 3.0 – 3.7
- IV. Domestic 4.0 – 4.3

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **1.0 SOCIAL BEHAVIOR**

- 1.1 Teach appropriate sitting skills in the classroom, community and on public transportation.
- 1.2 Teach appropriate greetings (good morning, hello, etc.).
- 1.3 Teach appropriate eye contact, voice level, body language.
- 1.4 Teach appropriate verbal manners (excuse me, thank-you, etc.).
- 1.5 Teach appropriate social manners (holding door, waiting turn, etc.).
- 1.6 Teach appropriate interaction with strangers, acquaintances, friends, family, co-workers, and authority figures.
- 1.7 Use appropriate social manners.
- 1.8 Use appropriate interactions with strangers, acquaintances, friends, family.
- 1.9 Use appropriate grooming skills

#### **2.0 MAINTENANCE**

- 2.1 Teach use and care of vacuum, broom and mop.
- 2.2 Teach table/counter washing and disinfecting skills.
- 2.3 Teach dish washing, drying, dish washing skills.
- 2.4 Teach trash removal skills.
- 2.5 Teach household plant care.

#### **3.0 COMMUNITY AWARENESS**

- 3.1 Review sale advertisements in newspapers, store handouts, and posters.
- 3.2 Respond to oral directions and requests.
- 3.3 Participate in simple conversations.
- 3.4 Use language courtesies.
- 3.5 Use an alternate means of communication when unable to communicate effectively through speech.
- 3.6 Follow posted rules.
- 3.7 Follow directions or work orders.

#### **4.0 DOMESTIC**

- 4.1 Comb and style hair.
- 4.2 Brush and floss teeth.
- 4.3 Wash and dry hands and face.

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Explore Personal Care

AUTHOR(S): Don Bastian, Tom Kinney, Autumn Garza

PUBLISHER: Attainment

COPYRIGHT DATE: 2014

ISBN#: 1-57861-849-5

PRICE: \$529.00 (classroom set)

DEPARTMENT: Special Education

CLASS: Functional Science and Health

GENERAL DESCRIPTION

Explore Personal Care is a research-based curriculum for  
secondary special education students intended to teach them personal living skills  
The program is designed to benefit students with cognitive delays and severe  
learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly  
Roberson-Hedman, Christi Allan

Curriculum Area Chairperson

Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Social Skills Picture Books – High School

AUTHOR(S): Jed Baker

PUBLISHER: Attainment

COPYRIGHT DATE: 2001

ISBN#: 1-943148-64-3

PRICE: \$39.00 (classroom set)

DEPARTMENT: Special Education

CLASS: Functional Interpersonal and Community Living Skills

GENERAL DESCRIPTION

Social Skills Picture Books is a research-based curriculum for  
secondary special education students intended to teach them personal living skills  
The program is designed to benefit students with cognitive delays and severe  
learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly  
Roberson-Hedman, Christi Allan

\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Social Studies

COURSE NUMBER:

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 2 years

CREDIT: 5 per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 3015

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: N/A

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Course Description:

This course is designed primarily for students who are not expected to meet general secondary course requirements leading toward a high school diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A should complete this course. The objective for this course is to introduce students to accessing current events, school community and rules, leadership at the local, state, and national levels, national holidays, and American history.

Recommended Prerequisites:

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: April 2019

Board Approved:

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**REQUIRED TEXTBOOK:**

1. Attainment. Explore American History Teacher's Guide, 2010
2. Attainment. Explore American History Student Book, 2010

## INSTRUCTIONAL MATERIALS

### BASIC TEXT:

1. Attainment. Explore American History, 2010

## **FUNCTIONAL SOCIAL STUDIES**

### **MAJOR UNITS - EXPECTATIONS**

I. Current Events 1.0 – 1.10

II. National Holidays 2.0 – 2.6

III. School Community 3.0 – 3.11

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **1.0 CURRENT EVENTS**

- 1.1 Identify current news figures and events.
- 1.2 Identify and name the following key political people and discuss their responsibilities.
- 1.3 President of the U. S.
- 1.4 Vice-President of the U. S.
- 1.5 Governor of California.
- 1.6 Mayor of Modesto.
- 1.7 Comprehend and discuss at least one item from the following: International news, National news, State news, Local news.
- 1.8 Know where to obtain current magazine or newspapers.
- 1.9 Purchase magazine or newspaper.
- 1.10 Use public library as a resource.

#### **2.0 NATIONAL HOLIDAYS**

- 2.1 Name major national holidays.
- 2.2 Explain why the holiday is celebrated.
- 2.3 Be able to identify the National Anthem when played or sung.
- 2.4 Demonstrate ways to show respect when the National Anthem is played.
- 2.5 Be familiar with the Pledge of Allegiance.
- 2.6 Recognize business and public office holiday schedules.

#### **3.0 SCHOOL COMMUNITY**

- 3.1 Identify and name the following key school personnel and discuss their responsibilities.
- 3.2 Administrative Staff
- 3.3 Counselors
- 3.4 Office Staff
- 3.5 Health personnel
- 3.6 Campus Security personnel
- 3.7 Maintenance
- 3.8 Faculty
- 3.9 Other Staff
- 3.10 Be aware of school events.
- 3.11 Know location of Student Body office/student store.



Modesto City Schools

Textbook Adoption

NAME OF BOOK: Explore American History

AUTHOR(S): Judi Kinney

PUBLISHER: Attainment

COPYRIGHT DATE: 2017

ISBN#: 978-1-57861-282-6

PRICE: \$69.00 (10-pack)

DEPARTMENT: Special Education

CLASS: Functional Social Studies

GENERAL DESCRIPTION

Explore American History is a research-based, standards-based curriculum for special education students intended to give them access to grade-level American history content. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

Curriculum Area Chairperson

Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Language Arts

COURSE NUMBER: SPE550231 SPE550232

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 2 years

CREDIT: 5 unites per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 3010

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: NA

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Course Description:

This course is designed primarily for students who are not expected to meet general Junior High School course requirements leading toward a Junior High diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A, should complete this course. The objective for this course is to provide instruction in basic emergency words, basic community signs, personal information, handwriting, library skills, telephone skills, communication skills, and descriptions.

Recommended Prerequisites:

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: April 2019

Board Approved:

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**REQUIRED TEXTBOOK:**

1. Attainment. Writing with Purpose Teacher's Guide, 2011
2. Attainment. Writing with Purpose Student Book, 2011
3. Attainment. Read and Tell Instructor's Guide, 2017
4. Attainment. Read and Tell Student Book 1, 2017
5. Attainment. Read and Tell Student Book 2, 2017
6. Attainment. Read and Tell Student Workbook, 2017

## INSTRUCTIONAL MATERIALS

### BASIC TEXT:

7. Attainment. Read and Tell Program, 2017
8. Attainment. Writing with Purpose, 2011

### SUPPLEMENTAL TEXTS:

1. Edmark. Signs Around You Words
2. Edmark. Fast Food/Restaurant Words

## **FUNCTIONAL LANGUAGE ARTS**

### **MAJOR UNITS - EXPECTATIONS**

- I. Information 1.0 – 1.4
- II. Personal Information 2.0 – 2.4
- III. Questions 3.0 – 3.3
- IV. Telephone 4.0 – 4.3
- V. Descriptions 5.0 – 5.2
- VI. Handwriting 6.0 – 6.2
- VII. Library 7.0 – 7.3

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **1.0 INFORMATION**

Students will be able to:

- 1.1 Use social language to make introductions, greetings and closings. Sustain topic in conversation over extended turns with peer. Sustain topic in conversation over extended turns with adult. Participate in prewriting activities.

#### **2.0 PERSONAL INFORMATION**

- 2.1 Orally state or sign name, address and telephone number.
- 2.2 Name appropriate personnel to contact in emergencies.
- 2.3 State needs related to particular situations.
- 2.4 Provide personal information.

#### **3.0 QUESTIONS**

- 3.1 Use interrogatives to obtain information.
- 3.2 Maintain appropriate personal space.
- 3.3 Maintain a topic by requesting information.

#### **4.0 TELEPHONE**

- 4.1 Demonstrate use of 911.
- 4.2 Enter and locate peer number in personal telephone book.
- 4.3 Locate number for directory assistance in local telephone directory.

#### **5.0 DESCRIPTIONS**

- 5.1 Identify sequence of two to five events.
- 5.2 Retell sequence of events.

#### **6.0 HANDWRITING**

- 6.1 Use handwriting to write pertinent personal information.
- 6.2 Improve manuscript and cursive skills.

## 7.0 LIBRARY

- 7.1 Use call number or librarian to locate books.
- 7.2 Practice book check-out and return procedures.
- 7.3 Practice behaviors to maintain library privileges.

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Read and Tell

AUTHOR(S): Megan Best

PUBLISHER: Attainment

COPYRIGHT DATE: 2017

ISBN#: 978-1-57861-306-9

PRICE: \$129.00 (10 two-book sets)

DEPARTMENT: Special Education

CLASS: Functional Language Arts

GENERAL DESCRIPTION

Read and Tell is a research-based, standards-based curriculum for secondary special education students intended to enhance their comprehension and composition skills. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides high-interest content at a level that students in the Functional program can access.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Writing With Purpose

AUTHOR(S): Angela Sterling-Orth, Linda R. Schreiber

PUBLISHER: Attainment

COPYRIGHT DATE: 2011

ISBN#: 1-57861-734-0

PRICE: \$169.00 (classroom set)

DEPARTMENT: Special Education

CLASS: Functional Language Arts

GENERAL DESCRIPTION

Writing with Purpose is a research-based, standards-based curriculum for secondary special education students intended to enhance their comprehension and composition skills. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides high-interest content at a level that students in the Functional program can access.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

Curriculum Area Chairperson

Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Math

COURSE NUMBER: SPE550631 SPE550632

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 2 years

CREDIT: 5 per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 3011

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: NA

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Course Description:

This course is designed primarily for students who are not expected to meet general Junior High School course requirements leading toward a Junior High diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A, should complete this course. The objective for this course is to introduce students to whole numbers, counting with one-to-one correspondence, counting sets, addition, subtraction, using a calculator, fractions, measurement, analog and digital time, money, and calendar.

Recommended Prerequisites:

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: April 2019

Board Approved:

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**REQUIRED TEXTBOOK:**

1. Attainment. Teaching to Standards Math Teacher's Guide, 2008
2. Attainment. Teaching to Standards Math Student Workbook, 2008
3. Attainment. Money Station, 2007
4. Attainment. Time Telling, 2002



## INSTRUCTIONAL MATERIALS

### BASIC TEXT:

5. Attainment. Teach to the Standards Math, 2008
6. Attainment. Money Station, 2007
7. Attainment. Time Telling, 2002

### SUPPLEMENTARY TEXTS:

1. TouchMath

## **FUNCTIONAL MATH**

### **MAJOR UNITS EXPECTATIONS**

- I. Whole Numbers 1.0 – 1.2
- II. Add/Subtract 2.0 – 2.2
- III. Calculator 3.0 – 3.6
- IV. Operations without Calculator 4.0 – 4.4
- V. Fractions 5.0 – 5.3
- VI. Measure 6.0 – 6.9
- VII. Time 7.0 – 7.4
- VIII. Calendar 8.0 – 8.9
- IX. Money 9.0 – 9.3
- X. Money 10.0 – 10.15

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **1.0 WHOLE NUMBERS**

Students will be able to:

- 1.1 Read whole numbers correctly.
- 1.2 Write whole numbers correctly.

#### **2.0 ADD/SUBTRACT**

- 2.1 Demonstrate understanding of addition.
- 2.2 Demonstrate understanding of subtraction.

#### **3.0 CALCULATOR**

- 3.1 Enter specific numbers into a calculator.
- 3.2 Perform addition problems using a calculator.
- 3.3 Demonstrate the ability to perform subtraction problems using calculator.
- 3.4 Perform multiplication problems using a calculator (if process is understood).
- 3.5 Perform division problems using a calculator (if process is understood).
- 3.6 Perform money problems with decimals using a calculator.

#### **4.0 OPERATIONS WITHOUT CALCULATOR**

- 4.1 Solve addition problems without regrouping.
- 4.2 Perform subtraction problems without regrouping.
- 4.3 Demonstrate multiplication involving single digit numbers.
- 4.4 Perform single digit division problems with no remainders.

#### **5.0 FRACTIONS**

- 5.1 Identify number of parts in the whole.
- 5.2 Identify number of parts used.

5.3 Identify fraction illustrated either graphically or in a real life situation.

## 6.0 MEASURE

- 6.1 Identify inch marking on a ruler.
- 6.2 Measure to the nearest inch.
- 6.3 Identify 1 cup markings on cup.
- 6.4 Measure to the nearest cup.
- 6.5 Identify  $\frac{1}{2}$  cup markings.
- 6.6 Identify  $\frac{1}{4}$  cup markings.
- 6.7 Measure to the nearest  $\frac{1}{4}$  cup.
- 6.8 Identify pound markings on scales.
- 6.9 Weigh to the nearest pound.

## 7.0 TIME

- 7.1 Identify the hour hand.
- 7.2 Identify the minute hand.
- 7.3 Read time to the nearest hour.
- 7.4 Read time to the nearest half hour.

## 8.0 CALENDAR

- 8.1 Name days of week in order.
- 8.2 State that there are seven days in a week.
- 8.3 Recognize days of week when written.
- 8.4 Recognize abbreviations for days of week.
- 8.5 State that there are 4 weeks in a month.
- 8.6 Name months of the year in order.
- 8.7 State that there are 12 months in a year.
- 8.8 Recognize abbreviations (both letters and numbers) for months.
- 8.9 Locate months on calendar.

## 9.0 MONEY

- 9.1 Identify coins and bills by name.
- 9.2 Identify coins and bills by value.
- 9.3 Count pennies, nickels, and dimes.

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Edmark Time Telling Program

AUTHOR(S): Edmark

PUBLISHER: Attainment

COPYRIGHT DATE: 2002

ISBN#: 1-57861-631-X

PRICE: \$79.00 (two-book set)

DEPARTMENT: Special Education

CLASS: Functional Math

GENERAL DESCRIPTION

Edmark Time Telling Program is a research-based, curriculum designed for special education students and is intended to teach them functional math skills.

The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Money Station

AUTHOR(S): Judi Kinney

PUBLISHER: Attainment

COPYRIGHT DATE: 2007

ISBN#: 1-57861-156-3

PRICE: \$79.00

DEPARTMENT: Special Education

CLASS: Functional Math

GENERAL DESCRIPTION

Money Station is a research-based curriculum designed for special education students and is intended to improve functional math skills.

The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

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\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Teaching to Standards: Math

AUTHOR(S): Katherine Trela, Bree Jimenez, Diane Browder

PUBLISHER: Attainment

COPYRIGHT DATE: 2008

ISBN#: 1-57861-638-7

PRICE: \$68.00 (two-book set)

DEPARTMENT: Special Education

CLASS: Functional Math

GENERAL DESCRIPTION

Teaching to Standards: Math is a research-based, standards-based curriculum designed for special education students and is intended to give them access to grade-level math concepts. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

Curriculum Area Chairperson

Brad Goudeau  
Senior Director, Educational Services

Date Board Approved:

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Social Occupational Education

COURSE NUMBER: SPE550041 SPE550042

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 1 year

CREDIT: 5 per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 4902

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: N/A

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Course Description:

This course is designed primarily for students who are not expected to meet general Junior High School course requirements leading toward a Junior High diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A, should complete this course. The objective for this course is to prepare the students for work, review conduct, review appearance, review safety concerns, review social skills, and practice on-task behavior.

Recommended Prerequisites:

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: April 2019

Board Approved:

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REQUIRED TEXTBOOK:

1. Attainment. Life Skills Reader, 2005
2. Attainment. Illustrated Life Skills Set Guide

## **INSTRUCTIONAL MATERIALS**

### **BASIC TEXT:**

1. Attainment Illustrated Life Skills Set Guide,
2. Attainment. Life Skills Readers, 2005

### **SUPPLEMENTAL TEXTS: N/A**



## **FUNCTIONAL SOCIAL OCCUPATIONAL EDUCATION**

### **MAJOR UNITS EXPECTATIONS**

- I. Work 1.0 – 1.1
- II. Conduct/Appearance 2.0 – 2.4
- III. Safety Concerns 3.0 – 3.7
- IV. Public Transportation 4.0 – 4.4
- V. On-Task Behavior 5.0 – 5.3
- VI. Social/Personal 6.0 – 6.11

### **EXPECTATIONS FOR STUDENT LEARNING**

#### **1.0 Work**

Students will be able to:

Identify reasons why people work to include:

- 1.1 Earn money for expenses and pleasure.
- 1.2 Achieve recognition, status and power.
- 1.3 Give service to others.
- 1.4 Interact with others.
- 1.5 Derive satisfaction from completing a job.

#### **2.0 CONDUCT/APPEARANCE**

- 2.1 Demonstrate appropriate dress for at least three different activities.
- 2.2 Demonstrate appropriate language and “body language” for dealing with peers.
- 2.3 Demonstrate appropriate lunchroom and break time behaviors and conversational topics, in at least three role-play situations.
- 2.4 Demonstrate appropriate response (both actions and words) to:
  - Being asked to work faster.
  - Being criticized unjustly.
  - Being invited to participate in harassing of another student.
  - Being invited to participate in illegal activity.

#### **3.0 SAFETY CONCERNS**

- 3.1 Identify causes of accidents at school and in the community.
- 3.2 Identify steps to take in response to an accident.
- 3.3 Identify basic first aid procedures.
- 3.4 Demonstrate safe way to lift unwieldy and/or heavy objects.
- 3.5 Identify safety clothing and explain its use.
- 3.6 Identify fire extinguishers and explain how to use.
- 3.7 Demonstrate safe handling of sharp objects, electrical machinery and wiring, ladders, machinery, flammable and hazardous materials.

#### **4.0 PUBLIC TRANSPORTATION**

- 4.1 Demonstrate understanding of uses of public transportation, including taking bus rides involving at least one transfer.
- 4.2 Take at least three bus trips with class.
- 4.3 Apply for a bus pass or tokens.
- 4.4 Demonstrate ability to board bus, show pass, take an available seat.

## 5.0 ON-TASK BEHAVIORS

- 5.1 Demonstrate understanding of on-task behaviors.
- 5.2 Demonstrate ability to begin and to finish work within expected time frame.
- 5.3 Demonstrate ability to maintain on-task behaviors.

## 6.0 SOCIAL AND PERSONAL MATURITY

- 6.1 Demonstrate social and personal maturity.
- 6.2 Listen to instructions carefully enough to repeat what is to be done.
- 6.3 Ask questions appropriately until understanding is reached.
- 6.4 Verbalize teacher's expectations for performance.
- 6.5 Demonstrate ability to remain on-task during minor disruptions.
- 6.6 Demonstrate knowledge of sequence of tasks to completion.
- 6.7 Demonstrate cooperation with peers and adults.
- 6.8 Demonstrate physical and emotional tolerance for a variety of entry level tasks.
- 6.9 Maintain an evenness of manner with others.
- 6.10 Demonstrate memory of steps involved in task completion over several weeks/months.
- 6.11 Demonstrate willingness to assist others and to do more than the minimum required.

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Illustrated Life Skill Guide Set

AUTHOR(S): \_\_\_\_\_

PUBLISHER: Attainment

COPYRIGHT DATE: \_\_\_\_\_

ISBN#: \_\_\_\_\_

PRICE: \$29.00

DEPARTMENT: Special Education

CLASS: Functional Consumer and Family Skills

GENERAL DESCRIPTION

Illustrated Life Skill Guide Set is a curriculum designed for special education students and is intended to strengthen their comprehension skills while exposing them to real-world skills and concepts. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Director, Educational Services

Date Board Approved:

Modesto City Schools

Textbook Adoption

NAME OF BOOK: Life Skill Readers

AUTHOR(S): Craig Booth, Judi Kinney

PUBLISHER: Attainment

COPYRIGHT DATE: 2005

ISBN#: 1-57861-549-6

PRICE: \$34.00

DEPARTMENT: Special Education

CLASS: Functional Consumer and Family Skills

GENERAL DESCRIPTION

Life Skill Readers is a research-based curriculum designed for secondary special education students and is intended to strengthen their reading skills while exposing them to real-world skills and concepts. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

APPROVED BY:

Selection Committee:

Alison Carvalho, Mark Shimel, Rachel Knoepfle, Micah Brown, Kelly Roberson-Hedman, Christi Allan

\_\_\_\_\_  
Curriculum Area Chairperson

\_\_\_\_\_  
Brad Goudeau  
Director, Educational Services

Date Board Approved:

**MODESTO CITY SCHOOLS  
COURSE OUTLINE**

COURSE TITLE: Functional Science and Health

COURSE NUMBER: SPE550531 SPE550532

RECOMMENDED GRADE LEVEL: 7 and 8

DURATION: 1 year

CREDIT: 5 per semester

MEETS GRADUATION REQUIREMENTS: Strand A, Functional Curriculum

REQUIRED FOR GRADUATION: Yes

CBEDS CODE: 3000

CREDENTIAL REQUIREMENTS: Moderate to Severe

REPLACES: NA

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**Course Description:**

This course is designed primarily for students who are not expected to meet general Junior High School course requirements leading toward a Junior High diploma. Students who are enrolled in the Functional Skills Curriculum, Strand A, should complete this course. The objective of this course is to include nutrition, health habits, hygiene, safety, body parts, plants, growing plants, animals, solar system, earth's resources, natural resources, ecosystems, weather, and energy, force, and mass.

**Recommended Prerequisites:**

N/A

Date Matched Against State Framework, Model Curriculum Standards, and State Curriculum Guides: April 2019

Board Approved:

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**REQUIRED TEXTBOOK:**

1. Attainment. Exploring Science Series: Earth Science, 2007
2. Attainment. Exploring Science Series: Physical Science, 2007
3. Attainment. Exploring Science Series: Life Science, 2007

## **INSTRUCTIONAL MATERIALS**

### **BASIC TEXT:**

1. Exploring Science Series (Life Science, Physical Science, Earth Science)

**SUPPLEMENTAL TEXTS:** N/A

## **MAJOR UNITS - EXPECTATIONS**

### **HEALTH**

- I. Nutrition 1.0 – 1.2
- II. Health Habits 2.0 – 2.3
- III. Hygiene 3.0 – 3.2
- IV. Safety 4.0 – 4.2
- V. Body Parts 5.0 – 5.4

### **SCIENCE**

- I. Plants 1.0 – 1.4
- II. Growing Plants 2.0 – 2.3
- III. Animals 3.0 – 3.1
- IV. Animal Habitats 4.0 – 4.3
- V. Importance of Animals 5.0 – 5.2
- VI. Weather 6.0 – 6.4

## **EXPECTATIONS FOR STUDENT LEARNING**

### **HEALTH**

#### **1.0 NUTRITION**

Students will be able to:

- 1.1 Name three foods within the four groups of food.
- 1.2 Demonstrate ability to plan a balanced meal.

#### **2.0 HEALTH HABITS**

- 2.1 Explain the benefits of a healthy diet.
- 2.2 Describe how sleep and relaxation affect the body.
- 2.3 State the effects of abusing alcohol, drugs and tobacco.

#### **3.0 HYGIENE**

- 3.1 Describe appropriate hair, nails, and skin care techniques.
- 3.2 Practice correct way to brush teeth.

#### **4.0 SAFETY**

- 4.1 Identify five causes and prevention of accidents outside the home.
- 4.2 Model basic first aid procedures.

#### **5.0 BODY PARTS**

- 5.1 Identify the parts and functions of the upper body.
- 5.2 Identify the parts and functions of the lower body.
- 5.3 Demonstrate three ways body parts work together.
- 5.4 Study sex education (Parental permission needed).

### **SCIENCE**

#### **1.0 PLANTS**

- 1.1 State the purpose of a seed.

- 1.2 Define the function of roots and stems.
- 1.3 Plant and observe seed growth.
- 1.4 Name some edible plants/plant parts.

## 2.0 GROWING PLANTS

- 2.1 Demonstrate, by experiment, how plants grow.
- 2.2 State the four elements necessary to sustain plant life.
- 2.3 Tell how weather affects plants.

## 3.0 ANIMALS

- 3.1 Classify and describe common animals.

## 4.0 ANIMAL HABITATS

- 4.1 Name three different places animals live.
- 4.2 Describe three different ways animals feed their young.
- 4.3 Identify three different ways animals protect themselves.

## 5.0 IMPORTANCE OF ANIMALS

- 5.1 List five animals used for food.
- 5.2 Name two animals each that are helpful and harmful to man.

## 6.0 WEATHER

- 6.1 Identify seasons and characteristics of each.
- 6.2 Explain how weather helps man.
- 6.3 Compare two types of storms.
- 6.4 Describe appropriate dress for various weather conditions.



Modesto City Schools

Textbook Adoption

NAME OF BOOK: Exploring Science Series

AUTHOR(S): Laura Breault

PUBLISHER: Attainment

COPYRIGHT DATE: 2007

ISBN#: 1-57861-609-3

PRICE: \$699.00 (classroom set)

DEPARTMENT: Special Education

CLASS: Functional Science

GENERAL DESCRIPTION

Exploring Science Series is a research-based, standards-based curriculum for secondary special education students intended to give them access to grade-level science content. The program is designed to benefit students with cognitive delays and severe learning disabilities. It provides visual supports and cues to assist special education students.

ASSURANCE OF SOCIAL APPROPRIATENESS: The selection committee has determined that the materials comply with the State of California Standards for Evaluation of Instructional Materials with Respect to Social Content.

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