

## Introduction

Unique Learning System addresses the alignment to state standards through instructional targets. Instructional targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The Unique Learning System Instructional Targets has been aligned to the Common Core Standards in English Language Arts and Mathematics, a national search on rigorous Science and Social Studies standards and best practice alignments in areas of Transition and Preschool.

For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides a means for a district to input these extended standards. Lesson plans and materials assure the most rigorous alignment possible.

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards.

The Transition Instructional Targets are specifically applicable to the Transition grade band unit. However, these also have been included in the life skills application lessons in the Middle School and High School grade bands.

Standard		Grade Band
Your State's Standards		Your State's Extended Standards
The complete wording of the State Standards may be added in this section.		Each district may input extended or alternate standards in this section.
Unique Instructional Targets	Transition Lessons and Activities	Unique Supporting Activities
Instructional Targets reflect the essential content of transition standards.	Lessons that address instructional targets are listed in this column. Lessons from Unique units maintain a consistent format so that instructional targets are taught each month.	Unique's supporting tools and guides supplement the unit lessons. Pertinent supports are listed in this column.
	Transition Grade Band Unit Topics	
	Unit topics are listed in this section.	
Unique Differentiated Tasks		
Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology.		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>Students/team members at this level are expected to reach the highest level of independence.</li></ul>	<ul style="list-style-type: none"><li>Students/team members at this level will likely require support in all learning activities.</li></ul>	<ul style="list-style-type: none"><li>Students/team members at this level require maximum support in learning. Increasing participation is the primary goal.</li></ul>

Employability		Transition
Your State's Standards		Your State's Extended Standards
Unique Instructional Targets	Transition Grade Band Lessons and Activities	Unique Supporting Activities
<i>Job Awareness</i> <ul style="list-style-type: none"><li>Demonstrate a desire to be employed and recognize realistic job options.</li></ul> <i>Work Skills</i> <ul style="list-style-type: none"><li>Demonstrate basic employability skills, including work, social and hygiene habits.</li></ul>	Lesson 17: Job Exploration Lesson 18: Interviews Lesson 19: Job Interest Survey Lesson 20: Work Attitudes Lesson 21: Volunteer Jobs	Core Task 1.1: Daily Schedules Core Task 1.3: Sign-In Core Tasks 2.0–2.9: A.M. Jobs Core Tasks 8.0–8.1: Classroom Vocational Suggestions Core Tasks 9.0–9.11: P.M. Jobs Core Task 4.0: Break Time
	Transition Grade Band Unit Topics	Transition Passport
	Ready for Work (September, Year 1) Getting Along With Others (February, Year 2) Dress for Success (October, Year 3) Work It! (April, Year 3)	
Unique Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>Students/team members will name one or more preferred jobs and state reasons for preference.</li><li>Students/team members will demonstrate appropriate job interview scenarios, including body language and response to questions.</li><li>Students/team members will participate in and review community job training opportunities.</li><li>Students/team members will demonstrate consistent work skills that lead to employability.</li><li>Students/team members will independently follow a multi-step sequence of directions to complete a job task.</li><li>Students/team members will independently follow a personal daily schedule of assigned tasks.</li></ul>	<ul style="list-style-type: none"><li>Students/team members will recognize tasks within given jobs and identify these tasks as those they like or do not like.</li><li>Students/team members will respond to personal information questions related to a job interview.</li><li>Students/team members will participate in supported community job training opportunities.</li><li>Students/team members will demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help.</li><li>With picture or physical supports, students/team members will follow directions to complete a task.</li><li>With picture or physical supports, students/team members will follow a personal daily schedule.</li></ul>	<ul style="list-style-type: none"><li>Students/team members will indicate job activities of interest.</li><li>Students/team members will use nonverbal modes to respond to personal information questions.</li><li>Students/team members will engage in school and classroom supported participation jobs.</li><li>Students/team members will actively respond to supported directions from a supervisor.</li><li>Students/team members will use a consistent response to indicate choices during a job task.</li><li>Students/team members will actively respond to show participation in daily routines and transitions to new tasks.</li></ul>

Daily Living		Transition
Your State's Standards		Your State's Extended Standards
Unique Instructional Targets	Transition Grade Band Lessons and Activities	Unique Supporting Activities
<p><b>Grooming and Hygiene</b></p> <ul style="list-style-type: none"> <li>Recognize and apply appropriate grooming habits and practices on a regular basis.</li> </ul> <p><b>Nutrition and Food Preparation</b></p> <ul style="list-style-type: none"> <li>Recognize and prepare or select basic foods that make up a balanced meal.</li> </ul> <p><b>Home Living</b></p> <ul style="list-style-type: none"> <li>Responsibly use sources of energy and technology involving heat, light and electricity.</li> <li>Maintain basic home cleaning routines and organization.</li> </ul> <p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>Apply and manage use of time in the context of real-world situations.</li> </ul> <p><b>Money Management</b></p> <ul style="list-style-type: none"> <li>Apply and manage use of money in the context of real-world situations.</li> </ul> <p><b>Medical, Health and Fitness</b></p> <ul style="list-style-type: none"> <li>Recognize and apply appropriate health habits and practices, including nutrition, fitness and health care.</li> </ul>	<p>Lesson 8: Money Matters Lesson 9: What's in My Wallet Lesson 10: Time Matters Lesson 11: 3-Way Planning Lesson 12: Greeting Cards Lesson 16: Recipes</p>	<p>Core Task 1.4: Grooming Check Core Task 7.0: Personal Fitness Core Tasks 9.0-9.11: P.M. Jobs Core Tasks 5.0-5.1: Meal Planning Core Tasks 6.0-6.9: Mealtime Core Task 1.6: Paycheck Register Core Tasks 1.1: Daily Schedules Core Task 1.2: Monthly Calendars Core Task 2.2: Calendars Core Task 2.3: Weather</p>
	Transition Grade Band Unit Topics	Transition Passport
	<p>Alcohol, Drugs and Tobacco (November, Year 1) Personal Grooming (January, Year 1) Nutrition: A Healthy Me (October, Year 2) Time to Travel (November, Year 2) Safety Matters (January, Year 2) Ouch, That Hurts! (March, Year 2) Clean and Green (May, Year 2) Dress for Success (October, Year 3) Do I Need a Doctor? (November, Year 3) Personal Safety (January, Year 3) Housekeeping (February, Year 3)</p>	

Unique Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students/team members will independently complete daily grooming tasks to maintain an appropriate personal appearance.</li> <li>Students/team members will select food items to create a balanced meal.</li> <li>Students/team members will demonstrate safety rules when using electrical appliances and tools.</li> <li>Students/team members will independently follow a multi-step sequence of directions to complete a daily living task.</li> <li>Students/team members will identify activity times and calculate time lapses based on a situation or scenario.</li> <li>Students/team members will independently use a calendar to locate dates, times and activities.</li> <li>Students/team members will recognize and calculate money amounts specific to a task or scenario.</li> <li>Students/team members will independently participate in personal health and fitness routines.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will complete daily personal grooming tasks, using picture or physical supports to do so.</li> <li>Students/team members will use picture supports to select foods in particular food group categories.</li> <li>Students/team members will use electrical appliances and tools with supported guidance.</li> <li>Students/team members will follow directions to complete a daily living task, using picture or physical supports to do so.</li> <li>Students/team members will match times to activities.</li> <li>Students/team members will use words and symbols to identify a day, date or time related to an activity on a calendar.</li> <li>Students/team members will select or match coins and bills to indicate a specified money amount.</li> <li>Students/team members will participate in personal health and fitness routines, using picture or physical supports to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will actively participate in daily grooming tasks by indicating a "ready" signal for specific tasks.</li> <li>Students/team members will give a consistent response to select a food choice.</li> <li>Students/team members will activate electrical appliances with switch assistance (e.g., switch-latch timer).</li> <li>Students/team members will use a consistent response to indicate choices during a daily living task.</li> <li>Students/team members will select a time related to an activity.</li> <li>Students/team members will select a date, day or time related to an activity on a calendar.</li> <li>Students/team members will exchange money for a purpose.</li> <li>Students/team members will demonstrate active participation and responses during personal health and fitness routines.</li> </ul>

Community Living		Transition
Your State's Standards		Your State's Extended Standards
Unique Instructional Targets	Transition Grade Band Lessons and Activities	Unique Supporting Activities
<b>Community Resources</b> <ul style="list-style-type: none"><li>Explore community resources for personal, vocational and daily living supports.</li><li>Explore opportunities for civic participation.</li></ul> <b>Recreation and Leisure</b> <ul style="list-style-type: none"><li>Participate in recreation-leisure activities of choice.</li><li>Make plans and access community resources.</li></ul>	Lesson 21: Volunteer Jobs	Core Task 10: Rec-leisure Activities Core Task 7.0: Personal Fitness Routines  Transition Passport
	Transition Grade Band Unit Topics	
	My Community (February, Year 1) Leisure Time (April, Year 1) Restaurant Skills (May, Year 1)	
Unique Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>Students/team members will independently identify community locations where services and products may be obtained.</li><li>Students/team members will independently identify and describe opportunities for civic participation.</li><li>Students/team members will independently select and participate in recreation-leisure activities.</li></ul>	<ul style="list-style-type: none"><li>Students/team members will match community locations with a product or service.</li><li>With support, students/team members will identify and describe opportunities for civic participation.</li><li>Students/team members will select a recreation-leisure activity and participate with support.</li></ul>	<ul style="list-style-type: none"><li>Students/team members will select a product or service associated with a given community location.</li><li>Students/team members will actively respond to identify opportunities for civic participation.</li><li>Students/team members will indicate a preference for a recreation-leisure activity.</li></ul>

Personal Life		Transition
Your State's Standards		Your State's Extended Standards
Unique Instructional Targets	Transition Grade Band Lessons and Activities	Unique Supporting Activities
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Effectively ask and respond to questions within community, daily living and vocational activities.</li> <li>Participate in conversations related to current events in the community and beyond.</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate expressive skills to participate effectively in a social exchange.</li> <li>Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.</li> </ul> <p><b>Self-Advocacy</b></p> <ul style="list-style-type: none"> <li>Demonstrate effective self-advocacy skills to maximize independence in home, community and employment.</li> <li>Identify rights and responsibilities of citizens, including opportunities for civic participation.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Apply problem-solving skills to issues related to daily living situations.</li> <li>Create a solution to a problem based on a problem solving process.</li> </ul>	<p>Lessons 1 and 2: Topic Stories Lesson 6: Rights and Responsibilities Lesson 7: Problem Solving Game Lesson 8: Money Matters Lesson 9: What's in My Wallet Lesson 10: Time Matters Lesson 11: 3-Way Planning Lesson 13: Social Trivia Lesson 14: Everyday Communication Lesson 18: Interviews Lesson 20: Work Attitudes</p> <p><b>Transition Grade Band Unit Topics</b></p> <p>Feelings and Emotions (October, Year 1) Mind Your Manners (March, Year 1) Understanding Laws and Rights (September, Year 2) What to Do, What to Do (April, Year 2) Getting Along With Others (February, Year 2) Speak Up for Yourself (September, Year 3) Who Can I Trust? (January, Year 3) Who's Calling? (March, Year 3) Work It! (April, Year 3) Home Sweet Home (May, Year 3)</p>	<p>Core Task 3.0-3.1: Morning Meeting Core Task 1.5: Salary Sheet/Self-Evaluation Rubric Core Task 1.7: Daily Buzz (Home Communication)</p> <p>Transition Passport</p>

Unique Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students/team members will share information and opinions, ask and answer questions and make comments during a discussion or conversation.</li> <li>Students/team members will recognize and demonstrate appropriate social responses for various situations.</li> <li>Students/team members will identify and respond to personal rights and responsibilities in daily living, community and vocational situations.</li> <li>Students/team members will recognize and apply a problem solving process that results in a solution to a life situation.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will share information, ask and answer questions and make comments using picture supports during a discussions or conversation.</li> <li>Students/team members will demonstrate appropriate social responses with direct cueing.</li> <li>Students/team members will identify basic personal rights and responsibilities in a variety of situations.</li> <li>Students/team members will identify and select appropriate solutions to a life situation problem.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will participate in conversational exchanges using communication technology and picture supports.</li> <li>Students/team members will demonstrate nonverbal behaviors that show appropriate social connections in various situations.</li> <li>Students/team members will contribute to personal decisions.</li> <li>Students/team members will select an option within a daily living situation or scenario.</li> </ul>

Lifelong Learning		Transition
Your State's Standards		Your State's Extended Standards
Unique Instructional Targets	Transition Grade Band Lessons and Activities	Unique Supporting Activities
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Build word recognition within daily living and vocational materials.</li> <li>Understand and apply vocabulary related to community, daily living and vocational situations.</li> <li>Locate and use information from various sources to achieve a purpose.</li> <li>Appreciate the value of print materials, such as newspapers and magazines for informational and pleasure reading.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Produce purposeful writing documents that follow conventional style, grammar, punctuation and spelling.</li> <li>Complete written forms related to life and job skills.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Use numbers in real-life situations, including basic computations, money and time.</li> </ul>	<p>Lessons 1 and 2: Topic Stories Lessons 3-5: Articles Lesson 8: Money Matters Lesson 9: What's in My Wallet Lesson 10: Time Matters Lesson 11: 3-Way Planning Lesson 12: Greeting Cards Lesson 15: Monthly Newsletter Lesson 18: Applications and Interviews</p> <p><b>Transition Grade Band Unit Topics</b></p>	<p>Core Task 3.1: Current Events Core Task 1.5: Salary Sheet Core Task 1.6: Paycheck Register Core Task 1.7: Daily Buzz (Home Communication) Core Task 5.1: Grocery Shopping</p>



Unique Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students/team members will independently read literature and informational texts that have been adapted to individual reading level.</li> <li>Students/team members will use learned vocabulary in speaking and writing.</li> <li>Students/team members will identify and use specific information from various sources.</li> <li>Students/team members will choose appropriate books for independent reading.</li> <li>Students/team members will plan, create and revise written sentences and paragraphs for a purpose.</li> <li>Students/team members will perform calculations of mathematical problems in the context of a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will read supported and shared literature and informational texts that have been adapted to individual reading level.</li> <li>When speaking and writing, students/team members will recognize and use words and pictures specific to a topic.</li> <li>Students/team members will identify specific information from various sources.</li> <li>Students/team members will choose books to read with support.</li> <li>Students/team members will generate sentences and paragraphs for a specific purpose.</li> <li>Students/team members will recognize numbers and perform basic addition and subtraction in a real-world scenario.</li> </ul>	<ul style="list-style-type: none"> <li>Students/team members will actively participate in supported reading of literature and informational texts that have been adapted to individual ability level.</li> <li>Students/team members will use language to share ideas with others.</li> <li>Students/team members will select information from a source with support as needed.</li> <li>Students/team members will give a response to choose a book.</li> <li>Students/team members will generate words or sentences for a purpose.</li> <li>Students/team members will select numbers in the context of a real-world scenario.</li> </ul>