

CDOS-Mumford	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time Frame	September -November	November-December	January-February	March-April	April-June
Skill Topic	<i>Career Development</i>	<i>Integrated Learning</i>	<i>Foundational Skills</i>	<i>Life Skills</i>	<i>Life Skills</i>
Essential ?	What skills will the students need to be successful after they graduate?	What skills can be incorporated into our instruction to enhance essential skills students need to bridge the gap between school and the workplace?	How can we develop functional reading and math skills to create a successful workplace for our students?	How do we introduce the agencies and resources that are available to students to create a smooth transition from school to community support?	How do we introduce the agencies and resources that are available to students to create a smooth transition from school to community support?
Standards	* Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to achieve personal goals (Standard 1).	*Students will demonstrate how academic knowledge is applied in the workplace and other settings (Standard 2).	*Students will demonstrate the ability to read, write, speak, and listen, as well as to perform basic mathematical functions (Standard 3).	*Students will practice and demonstrate a variety of skills that allow them to access to school, community and real world skills in order to achieve ultimate success after graduate (Standard 4)	* Students will practice and demonstrate a variety of skills that allow them to access to school, community and real world skills in order to achieve ultimate success after graduate (Standard 4)
Chapter Topics/Section Objectives	1- Introduction of goal setting 2- Importance of Goals 3- My Yearly Goals 4-Exploring Goals 5- What are Personal Goals 6- What are Academic Goals 7- Students set 2 goals for this school year(Academic vs Personal) 8- Right/Left Brain survey? 9—Skill Inventory 10—Personal Interests 11- School Inventory Favorite Subjects 12-Personal Choices and how they affect our career path	1- Describe jobs in community 2-Have community members come in *Bank Teller *Policeman *Fireman *Auto-detailing *Helping hands *Custodian *Secretary *Cafeteria *State Park *- Community presenters will stress importance of math reading and social skills they use in their jobs and daily life to the class as they present. 3.Students will research a job of interest, and present it to the class in any format(PowerPoint, Poster..) 4- Research smart money savers/shopping. (Black Friday vs Cyber Monday)	1-Students need to listen and follow verbal directions 2- Students need to be able to follow simple written directions 3-Students will ask for help when they need it. 4- Students will work together as a team to complete a task 5- Students will plan ways to earn money as a fundraiser 6- Students will solve a puzzle using written and/or verbal cues 7- Students will demonstrate an understanding of the importance of behavior in the workplace 8- Students will use Technology to complete a task 9- Depending on the career path of interest, students will establish and learn what set of skills they need to establish and learn to be on the right track for their career path(3b)	1-Budgeting 2-Paying Bills 3-Cost of having children 4-Cost of having children 5-Doing Laundry 6- Keeping a checkbook 7- Telling Time 8-House Cleaning 9-Organizational Skills 10-Cooking 11- Hygiene 12-Signing your name 13- Using public transportation 14- Plan, organize, develop menu for holiday meal 15-Fill out, and send out invitations 16- Plan, organizer and carry out a fundraiser 17- Plan, organizer and carry out a food drive collection	1- Develop Self-Advocacy Skills 2-Vocational Offerings(BOCES) 3- Socially Appropriate Interactions 4- Alphabetizing 5—Writing a friendly letter 6—Importance of Contracts 7--Unions 8—Graduation Goals 9—BOCES Aspirations 10-Sending an email 11—Reporting an incident 12—Quality vs Quantity 13- Human Services Complex 14- Food Bank(volunteer)
Ongoing Assessments	*Community-Based Volunteer Work * School- Based Volunteer Work * Classroom Assessments/ Lessons * Communication Skills	*Community-Based Volunteer Work * School- Based Volunteer Work * Classroom Assessments/ Lessons * Communication Skills	*Community-Based Volunteer Work * School- Based Volunteer Work * Classroom Assessments/ Lessons * Communication Skills	*Community-Based Volunteer Work * School- Based Volunteer Work * Classroom Assessments/ Lessons * Communication Skills	*Community-Based Volunteer Work * School- Based Volunteer Work * Classroom Assessments/ Lessons * Communication Skills