



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

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Curriculum Development Hub

UbD Curriculum Overview

Department

Special Education

Course Name

Functional ELA



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Course Summary

The Functional ELA course will develop fundamental reading and written expression skills necessary for success in real world situations both at home and on the job. This course focuses on reading, writing, speaking, and listening within real-life contexts. Students will explore key vocabulary, reading comprehension, and both written and oral communication as they apply to tasks of everyday living and LCCTC's Service Occupations vocational program. Instruction will be driven by needs determined by baseline assessments and outlined in student IEPs. This course is designed to build essential English Language Arts skills for high school students with life skills needs. It emphasizes practical, real-world reading, writing, speaking, and listening tasks. Students will develop literacy and communication skills necessary for independence, employment, community participation, and personal well-being.

- **Functional Reading Comprehension:** Students will learn to read and interpret a variety of texts prevalent in everyday life including but not limited to: nutrition labels, recipes, menus, medication labels, job postings, retail ads, instruction manuals, and informational forms.
- **Functional Writing Skills:** Students will practice writing in the real world, including but not limited to: composing emails, filling out forms, drafting resumes, and responding to direct questions.
- **Functional Oral Communication:** Through role-plays and various tasks, students will improve their ability to communicate verbally in a variety of contexts. They will develop effective speaking and listening skills, including active listening, asking questions for assistance or clarification, and delivering concise and coherent messages. Students will explore proper phone usage both as a person making a call and person receiving a call.
- **Functional Digital Media Literacy:** Students will examine various forms of media, including ads, news articles, and social media posts for the purpose of recognizing real information vs clickbait. They will learn to navigate the digital landscape responsibly and recognize reliable sources of information. Internet safety lessons will also be reviewed.
- ***Content and resources will be chosen based on the students' instructional reading levels. This course will be fluid, and content will focus on students' abilities and needs. For example, if students do well with improving their ability to accurately read and understand nutrition labels or medication labels, then the class will move to another functional reading task/skill.***

Unit Name

Unit 1: Reading for Everyday Life

Grade Level(s)

10-12 (Life Skills)

Time / Duration

1 year (on-going)

Created (Date)

05-27-2024

Revised (Date)

04-20-2025

Standards Addressed

PA Alternate Standards for Reading:

- Locate various texts, media and traditional resources for assigned and independent projects before reading. **(1.1.11.A)** Identifies content of material Chooses correct source for needed information



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- Analyze the structure of informational materials **(1.1.11.B)** Uses titles, pictures, etc to identify content of source
- Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing. **(1.1.11.C)**
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference. **(1.1.11.E)** Identifies similar and related pictures/words Identifies categories of pictures/words Identifies function of pictures/words Identifies picture based on characteristics named/described Reads complex pictures Reads words in isolation
- Understand the meaning of and apply key vocabulary across the various subject areas. **(1.1.11.F)** Identifies function of item presented as object, picture or word Defines words with examples Demonstrates meaning of word by categorizing
- CC.1.2.9–10.A, B, C (Informational Text: Key Ideas, Craft, and Structure)

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

- Reading and understanding various texts is essential for success in everyday life and career readiness.
- Developing functional vocabulary is critical to building foundational comprehension skills
- Reading helps us understand and navigate the world around us.

Transfer

Students will be able to independently use their learning to...

- Analyze and interpret recipes and instructions accurately.
- Decode and comprehend medicine labels effectively.
- Expand vocabulary related to food, health, safety, and everyday tasks.
- Navigate and comprehend menus from different contexts.
- Determine relevant information from informational texts.
- Interpret schedules for managing time efficiently.
- Interpret and understand job postings for employment opportunities.
- Follow and understand task lists for completing various activities.



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Meaning	<i>Students will understand that...</i> • Students will understand the importance of accurate reading and comprehension in real-world contexts • Reading practical texts is necessary for everyday decision-making. • Identifying important information in functional texts is a key life skill.
Essential Questions	• Why is it important to be able to read and understand different types of texts in everyday life? • How does building vocabulary improve our ability to comprehend and communicate effectively? • What strategies can we use to improve our reading skills in different real world contexts? • How do I use reading to manage daily tasks and responsibilities?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<i>Students will know...</i> • Key terms related to following recipe • Key terms related to reading medicine labels and understanding the dosage and usage instructions. • How to find key information in informational texts • How to read and interpret a schedule • Reading forms, signs, labels, schedules, charts • Identifying purpose and key information • Using reading strategies to locate and interpret data
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Skills

Students will be skilled at (be able to do)...

- Task 1: Reading and following a recipe to prepare a simple meal.
- Task 2: Analyzing and understanding medicine labels.
- Task 3: Reading and understanding job postings.
- Task 4: Reading and interpreting task lists for completing a specific project or assignment.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation • Reading a recipe: Assessment criteria include accuracy in following instructions, understanding cooking terminology, and successful completion of the dish. • Reading Medicine Labels: Students will demonstrate comprehension by identifying key information such as dosage, side effects, and warnings. • Reading Job Postings: Students will identify essential details such as job requirements, responsibilities, and qualifications. • Reading Task Lists: Assessment criteria include identifying sequential steps and prioritizing tasks. Summative Evaluation • Boom Decks (Interactive Task Cards), Gimkits, Interactive Online Activities/Assignments including digital task cards, self-checking activities that provide instant feedback to student	Performance Task(s) / Think: • Execute recipe instructions independently • Communicate warnings on medication labels to others • Identify the appropriate candidate for a job posting out of three given options • Read and execute a given task list Other Evidence: • Observable classroom performance • Students able to explain a task in detail to another student

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring



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understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

- Students will engage in many different tasks related to Functional Reading Comprehension
- Plan is to introduce a set of vocabulary terms for the week. Mon-Thurs. Three vocabulary words will be presented with a review each day of any previous day's words. Fridays will be some form of assessment of the twelve words taught that week.
- In addition to vocabulary, students will have opportunities for oral reading to build fluency
- Students will listen to text being orally read to them by teacher in order to build listening comprehension
- Students will read and answer comprehension questions based on a variety of functional texts and materials
- Students will complete daily progress monitoring pages in a teacher created workbook based on IEP goals
- Daily warm-ups using real-world texts
- Partner scavenger hunts with labeled images
- Guided reading and annotation practice
- Group discussions: "What would you do?" scenarios

Resources

Resources:

- Vocabulary Introduced and reviewed daily
- Google Slides Presentations
- Functional Reading Materials: Labels, articles, recipes, instructions, job postings, etc.
- Scholastic Choices Magazine for real world articles relating to teen health and wellness
- Student Workbooks (Teacher Created)
- Partner Practice.. pencil/paper activities or digital activities
- Independent Progress Monitoring Probes and Assessments
- Interactive Online Activities/Assignments including digital task cards, self-checking activities that provide instant feedback to student
- Let's Go Learn Independent Learning Activities based on diagnostic assessment

UbD Curriculum Overview

Department	Special Education
Course Name	Functional ELA
Unit Name	Unit 2: Writing for Everyday Life



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Grade Level(s)	10-12 (Life Skills)	Time / Duration	1 year (on-going)
Created (Date)	05-27-2024	Revised (Date)	04-20-2025
Standards Addressed			
- Standard - CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details. - Standard - CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas. Standard - CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.4.9-10.A-E (Informative and Opinion Writing)			

Stage 1 - Desired Results: Enduring Understandings & Essential Questions <i>What are the overarching takeaways and big ideas for students?</i>	
Big Ideas	- Written expression is an important life skill - Communicating information in writing is necessary for many different life situations - Writing clearly helps us share information and express needs.
Transfer	<i>Students will be able to independently use their learning to...</i> - Compose an email - Fill out various forms (e.g., job application, medical office intake form, etc.) - Draft a written response to OVR presentation - Draft a resume and cover letter for a hypothetical job application. - Fill out a survey
Meaning	<i>Students will understand...</i> - When it is appropriate to share personal information and what personal information is appropriate to share - How to appropriately complete their name, address, phone number, and email address on an informational form - Writing is a tool for communication in everyday life. - Good writing is clear, purposeful, and organized.
Essential Questions	- Why is communication in writing important in daily life? - What strategies can we use to ensure clarity, coherence, and correctness in our writing?

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- How is written expression important to job skills and employment?
- How do I use writing to get what I need and express myself?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

- The components needed to draft an email
- Proper capitalization, spelling, and punctuation when filling out informational forms or applications
- Writing in complete sentences
- What information belongs on a resume and in a cover letter

Skills

Students will be skilled at (be able to do)...

- Compose an email
- Fill out various forms (e.g., job application, medical office intake form, etc.)
- Draft a written response to OVR presentation
- Draft a resume and cover letter for a hypothetical job application.
- Fill out a survey
- Writing emails, messages, appointment notes, and simple letters
- Using complete sentences and clear vocabulary
- Organizing ideas logically

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)

Assessment Evidence

Formative Evaluation

- Filling out informational forms
- Writing a note to a teacher or employer
- Creating a complaint letter or thank-you card
- Exit tickets and journals

Performance Task(s) / Think:

- Complete name.address card
- Complete a job application
- Draft a resume and cover letter
- Draft a basic email

Summative Evaluation

- Progress Monitoring Probe

Other Evidence:

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Stage 3 - Learning Plan

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What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

- Sentence building games
- CLOZE activities
- Model and co-create functional writing samples
- Practice forms, emails, and everyday written communication

Resources

- Vocabulary Introduced and reviewed daily
- Google Slides Presentations
- Functional Reading Materials: Labels, articles, recipes, instructions, job postings, etc.
- Scholastic Choices Magazine for real world articles relating to teen health and wellness
- Student Workbooks (Teacher Created)
- Partner Practice.. pencil/paper activities or digital activities
- Independent Progress Monitoring Probes and Assessments
- Interactive Online Activities/Assignments including digital task cards, self-checking activities that provide instant feedback to student
- Let's Go Learn Independent Learning Activities based on diagnostic assessment

UbD Curriculum Overview

Department	Special Education		
Course Name	Functional ELA		
Unit Name	Unit 3: Speaking and Listening for Real Life		
Grade Level(s)	10-12	Time / Duration	1 year
Created (Date)	04-20-2025	Revised (Date)	

Standards Addressed

PA Standards:

- CC.1.5.9–10.A, C, D (Speaking and Listening)



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Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	Effective speaking and listening skills help build relationships and solve problems.
Transfer	<i>Students will be able to independently use their learning to...</i> - Making requests and giving/receiving instructions - Practicing tone, volume, and body language - Asking for help or clarification
Meaning	<i>Students will understand that...</i> - Clear communication builds trust and understanding. - Listening is just as important as speaking.
Essential Questions	How can I communicate clearly and respectfully in different situations?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition	
Knowledge	<i>Students will know...</i>
Skills	<i>Students will be skilled at (be able to do)...</i> - Making requests and giving/receiving instructions - Practicing tone, volume, and body language - Asking for help or clarification

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation - Role-plays (e.g., job interview, phone call, asking for directions) - Rubrics for active listening and respectful communication Summative Evaluation	Performance Task(s) / Think: - Practice scenarios with scripts - Peer feedback circles - Voice recording and playback with reflection
	Other Evidence:

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Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources

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UbD Curriculum Overview

Department

Course Name

Course Summary

Unit Name

Grade Level(s)

Time / Duration

Created (Date)

Revised (Date)

Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

1.

Transfer

Students will be able to independently use their learning to...

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Meaning	Students will understand that... •
Essential Questions	1.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation •	Performance Task(s) / Think: •
Summative Evaluation •	Other Evidence: •

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources
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UbD Curriculum Overview

Department			
Course Name			
Course Summary			
Unit Name			
Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	2.
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	2.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<i>Students will know...</i> •
Skills	<i>Students will be skilled at (be able to do)...</i>

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Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation	Performance Task(s) / Think:
•	•
Summative Evaluation	Other Evidence:
•	•

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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UbD Curriculum Overview

Department			
Course Name			
Course Summary			
Unit Name			
Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	



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Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	3.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	3.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation •	Performance Task(s) / Think: •
Summative Evaluation •	Other Evidence: •



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Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources

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UbD Curriculum Overview

Department

Course Name

Course Summary

Unit Name

Grade Level(s)

Time / Duration

Created (Date)

Revised (Date)

Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

4.

Transfer

Students will be able to independently use their learning to...

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Meaning	Students will understand that... •
Essential Questions	4.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation •	Performance Task(s) / Think: •
Summative Evaluation •	Other Evidence: •

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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UbD Curriculum Overview

Department			
Course Name			
Course Summary			
Unit Name			
Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	5.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	5.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)...

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Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation	Performance Task(s) / Think:
•	•
Summative Evaluation	Other Evidence:
•	•

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	6.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	6.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation •	Performance Task(s) / Think: •
Summative Evaluation •	Other Evidence: •



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Summary of Key Learning Events and Instruction

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Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

7.

Transfer

Students will be able to independently use their learning to...

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Meaning	Students will understand that... •
Essential Questions	7.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation •	Performance Task(s) / Think: •
Summative Evaluation •	Other Evidence: •

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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