

INTEGRATING *CIRCLE OF FRIENDS* INTO THE CURRICULUM

General Overview

The *Functional Academic Curriculum for Exceptional Students (FACES)* curriculum may be used to integrate COF into the curriculum. Using FACES, curriculum teachers have a template for including all **content areas** in meaningful activities for students spanning the range of cognitive, social and physical development.

Not all activities listed will be appropriate for all students ***even with adaptations***. However, *it is expected that an alternate related activity would be substituted if any suggested activity were not used.*

Connections to FACES

Literacy – The FACES curriculum includes objectives and sample activities for students at different literacy levels.

In *The Big Ideas and Activity Suggestions to Support the Sample Schedule* the objectives for students who are performing within the Pre-Emergent, Emergent and Novice Literacy levels are listed.

Math – Math objectives from FACES are listed for the areas of numeration, time, measurement, money and computation.

NOTE: Refer to the FACES curriculum for adaptations and ways to implement the suggested activities.

GOALS FOR *CIRCLE OF FRIENDS*

The big questions that should be answered within this theme:

For Family

- Who is my family?

Goal – Students will be able to identify family members; family members' role in their family; and what activities they participate in with their family members.

- What does it mean to be part of a family?

Goal – Students will be able to identify their place in the family, e.g., oldest, youngest, etc.; their title, e.g., son, daughter, sister, brother, etc.; and their responsibilities within the family

- Where does my family live?

Goal – Students will identify where they live; the type of housing they live in; and the communities they are part of.

NOTE: include specific ethnic communities as well as geographic communities.

- Where does my family come from?

Goal – Students will identify the country of origin for their family; the cultural celebrations their families participate in; the language(s) they speak at home; the music they listen to; the foods they eat; and the cultural customs they observe.

- What do families do together?

Goal – Students will identify activities their families take part in regularly; specific events they celebrate; and where they go with their families.

- What makes my family special?

Goal – Students will explain what makes them feel special about their families; what are the differences and similarities in physical characteristics and preferences among family members; and the culture(s) and communities of their families.

For Friends

- What is a friend?

Goal – Students will identify how having a friend should make them feel; what characteristics they would like in a friend; and what interests they would like to share with a friend.

- Who are my friends?

Goal - Students will identify and name their friends within the classroom, school and home community

- Why are they my friends?

Goal – Students will demonstrate the relationship between themselves and their friends making the connection between shared interests, characteristics, preferences and the way their chosen friends make them feel.

- What do I do with friends?

Goal – Students will participate in experiences in which they are given the opportunity to choose and interact with friends. They will identify and share what they have done and what they would like to do with their friends.

- How do I act with friends?

Goal – Students will create a list of rules to follow in order to be a good friend; demonstrate social skills in group settings; and evaluate their performance as a friend.