

**Teaching Unit: \*Life Skills Math**

**Sub Topic:**

**Essential Understandings**

**Knowledge and Skills**

Students will use the appropriate tools they will need to solve problems effectively.

Some of the topics we will be working on will involve

Calculation using the skills of:

Adding

Subtracting

Multiplication

Division

Students will apply their knowledge of;

Whole numbers

Odd and even numbers

Fractions

Decimals

Percents

to help them make sense of problems.

They will learn to identify, copy, extend, and create patterns.

They will work toward a clear understanding and have an ability to apply their

knowledge of the measurement of:

Time

Money

Temperature

Capacity

Weight

and Linear Measurement as well.

students will learn how to read and interpret graphs, tables, and charts.

Students will be able to solve word problems.

Students will be able to create graphs, tables and charts to show and understanding of

how to organize data in a meaningful manner.

Understand and be able to apply their knowledge of geometrical shapes, their attributes,

and the concepts related to them such as congruence, symmetry,

Teaching Unit: ***Nutrition***

Essential Understandings

\*Understanding nutrition will assist you in living a healthy lifestyle.  
Maintaining a healthy weight and making smart food choices to do so is an important part of living a healthy life.  
Heart disease, diabetes, and obesity are all problems in our society that can be caused by poor nutrition. How can you guard against getting one or more of them?

Sub Topic: ***And how it impacts your health***

Knowledge and Skills

\*Identify and give an example of each part of the food pyramid  
Use the food pyramid to plan 3 healthy meals for breakfast, lunch, and dinner.  
Select recipes for each dish for each of the three meals.  
Select and make a healthy snack from a group of 3.  
Plan and make a healthy bag lunch .  
Explain basic nutrients (carbohydrates, fats, and proteins) and give a source of each  
Explain what role vitamins and minerals play in nutrition, why we need them, and why some people might take supplements.  
Explain the body's need for water, be able to identify the signs of dehydration, when it may occur, and know how much water a person needs to drink in one day.  
Explain the principles of maintaining a healthy weight.  
Identify safe and unsafe ways to manage weight.

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Teaching Unit: ***\*Grooming - To be independent in completion of personal care needs and***

Essential Understandings

\*Hygiene skills are necessary for good health.  
Social norms require a person to wear clothing.  
Due to societal norms when a person keeps themselves clean and their clothing clean and in good repair, they are more likely to be interacted with in a positive manner.  
Certain jobs require specific ways of dressing, and maintaining a specific level of cleanliness.  
Making choices influences outcomes for better or for worse.

Sub Topic:

Knowledge and Skills

\*Demonstrate the proper techniques for hand and face washing, and hair washing.  
Recognize the need to wash, fix hair, use napkin, care for nose, care for menstruation, etc... to maintain a neat appearance.  
Select personal care items and tools appropriate for their own needs, as independently as possible.  
Dress independently = put on and fasten clothing in a competent manner.  
Select clothing appropriate to the situation e.g., in leisure activities, at work, school, church .  
Select clothing appropriate to the weather.

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Teaching Unit: **Cooking**

Essential Understandings

Sub Topic: **Safety in the kitchen**

Knowledge and Skills

Keeping foods safe is one important aspect of kitchen safety.  
Foods need to be handled correctly, prepared correctly, cleaned and stored correctly for them to remain safe.

Learning how to carefully use kitchen tools, like knives, graters, and other utensils will make cooking safer.  
Knowing how to operate a small kitchen appliance to make yourself something to eat is important (toaster & microwave)  
How do you safely use a stove top to make a lunch?  
How do you safely use an oven to make lunch?

Personal Hygiene is also important for food to be made and consumed safely.  
Thorough cleaning of work areas, dishes and utensils is a necessary part of running a safe kitchen.

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Teaching Unit: **Vocational skills -**

Essential Understandings

Sub Topic:

Knowledge and Skills

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Teaching Unit: **Life Skills - Money Math**

Essential Understandings

Sub Topic:

Knowledge and Skills

Money comes in coins and bills.  
Each piece of money has a different look, name, and value.

Money is traded for other things.  
People can get money through working at jobs, or if someone else gives it to them.

Prices are written in dollars and cents.  
Students must be able to add, subtract, multiply, and divide numbers with decimals before they can use money to their best advantage.

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Teaching Unit: *Language Arts*

Essential Understandings

Communicating your wants and needs is very important.  
Students will use gestures and sounds to show their wants and needs.  
Students will use picture communication symbols to show their wants and needs.  
Students will apply the skills of phonemic awareness: using the sounds of the letters of the alphabet in various combinations as a basis of making words, and breaking words apart.  
They will demonstrate an understanding that print (text) has meaning.  
Students will attend to a story that is being read to them.  
Students will interact/ react to stories being read to them.  
Students will answer questions about a story that is being read to them.  
Students will ask questions about a story that is being read to them.  
Students will be able to identify the beginning, middle, and the end of a story.

Students will learn to print the letters in their first name.  
Students will learn to write their full name  
Students will write words and letters when provided with a model to copy.  
Students will write a sentence about a familiar topic.  
Students will write a sentence in response to a question.  
Students will read to find information, and use the information to answer questions they are asked about the information.  
Student will use a graphic organizer to help organize what they will write about.  
Students will write a paragraph that makes sense

Students will be able to use the writing process to write several paragraphs about one topic.  
Students will learn how to edit their writing for capitalization, spelling, and punctuation.  
students will research a topic, and demonstrate their learning through writing and presenting their completed work to others.

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Sub Topic:

Knowledge and Skills

Teaching Unit: ***Life Skills - World History(modified)***

Essential Understandings

Human beings originated as a species in Africa  
Civilization was created after the Agricultural revolution.  
Civilization continues to develop through time to the present.

Some important details in the timeline of world history are:

How man migrated from Africa to the other parts of the world.  
How civilization changed as man discovered more and more technologies.  
Languages and religions  
Search for power  
Rome  
Barbarians  
Craftsman, feudal systems, middle ages  
monarchy  
How religions through the ages has fuels change  
Slaves and their place in world history  
Frontiers/Discoveries/Manifest Destiny  
Industrial Revolution - the present

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Teaching Unit: ***Vocational skills - Getting and keeping a job***

Essential Understandings

Personal strengths & weaknesses

What do I need to know and do to be a successful worker

Components (steps) of a job

There are specific concepts you need to do & understand to be able to work, such as neatness, appropriate clothes and language, personal responsibility, promptness, etc...

How to write a measurable goal.

Accepting feedback on the job, and being professional will help you keep a job.

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Sub Topic:

Knowledge and Skills

Interprete Maps, charts, timelines, and graphs to gain information.  
Define necessary vocabulary from each chapter, and show comprehension through answering questions about them.  
Research specific topics related to their textbook's content, and present the information in keynote or poster form.  
Compare and contrast different times throughout history, diagram with Venn or other visual aide, and be able to identify the things that are alike and the differences of the time periods, in specific areas such as government, daily life, transportation, etc...  
Demonstrate an understanding of key concepts, and vocabulary through tests and quizzes.

Sub Topic:

Knowledge and Skills

Have an awareness of what skills they have that can be used in a job, and be able to list them.  
Understand how to use their laptop to research the job(s) they choose to learn more about.  
Create a goal for themselves, related to the job they have decided to learn.  
Learn the steps to complete a specific job, and implement them.  
Understand how to improve their job skills, when shown, or asked to do so, or ask for help as needed.  
Make decisions about if they like a job and decide to continue it, or that they do not like it and search for another job.

Teaching Unit: ***Independent Living***

Essential Understandings

You must be able to identify and complete many tasks to live independently. Some of the topics covered in this class are:

Paying bills on time is an essential skill to be able to live independently.

Safety in the home is another important skills set.

Cooking, cleaning, and caring for your home and yourself, as well as, recognizing when you need medical attention, and knowing how to get it will be necessary skills.

Understanding how to access money, having a checking account, saving for emergencies and transportation, all require an understanding of the community services available to you, and how to access them when/ if you need them.

Living independently will have a different meaning and/or focus for each individual.

Sub Topic:

Knowledge and Skills

Safety - from understanding survival signs to being able to get a driver's license

Community experiences - understanding how to access services, what services are available in your community, county, state.

Cooking - addressed elsewhere -with a separate curriculum e.g.; using small appliances independently, such as toaster and microwave. planning and shopping for meals. understanding kitchen safety rules and following them. Understanding food spoilage issues, and how to determine food is safe. Hygiene, nutrition,etc...

Money skills - sorting money, learning the values of coins, learning the values of bills, understanding that money is needed to exchange for necessary goods and services. Budgeting, figuring out how much money is needed to rent, pay for heat, food, transportation, checking, atm usage, etc...

Vocational skills - addressed elsewhere -with a separate curriculum

Social skills - addressed ongoing throughout everyday. Some curriculums have specific detailed lessons embedded within.

Communication skills - addressed ongoing throughout everyday. Some curriculums have specific detailed lessons embedded within.

Conflict resolution skills - part of social and communication skills training

Health addressed elsewhere - with a separate curriculum

Self advocacy

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Teaching Unit: *American Sign Language*

Essential Understandings

Deaf people in America have their own language they use to communicate.  
To communicate with the Deaf you need to use expressions and body language along with the specific words/signs.  
People who are deaf or hard of hearing have as much ability in other areas of their life as anyone else.

Sub Topic:

Knowledge and Skills

Manual alphabet + fingerspelling

count 1-100

learn vocabulary each week, and be able to use it in sentences.

Ask questions using proper expressions and/or body language.

Answer questions with more than Yes or No

Be able to fluently introduce yourself.

sign paragraphs in context.

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