

Unit 1: Kitchen/Social Skills

Unit Overview

This unit is designed to guide students' understanding of how life skills translate to being successful in everyday activities such as cooking, interacting with others, organizing school work and participating in social activities. Instructional design and discussion seeks to engage students in learning processes that develop critical thinking about what it means to have relationships/ keep relationships, learn skills that will help them be more independent and obtain employment. Students will analyze and evaluate choices as they consider real-world connections to each other and their surroundings as well as experiences relevant to the culture of learners in the classroom and community living. Students will have agency to create a fun and engaging classroom. A safe environment to interact and learn the social and vocational skills necessary to obtain and maintain relationships and employment. Assessment will engage students in communicating with peers and teachers while working to complete a task and be used to assist them in their road to independence.

Essential Questions:

- **What is “community” and what are the individual’s responsibility to the community as well as the community’s responsibility to the individual?**
- **What are the elements that build a strong friendship?**
- **How do friendships change over time?**
- **What impact does family have during different stages of our lives?**
- **How is conflict an inevitable part of relationships?**
- **How is understanding of hygiene demonstrated?**
- **What are the steps of kitchen safety?**

Learning Targets & Standards

- What are social skills and why are they important?
 - Team work and Collaboration.
 - Communication.
- How would you demonstrate Kitchen Hygiene?
 - Wash your hands (and under your nails) before and after any meal preparation activity.
 - Wear gloves whenever handling food that will be served without cooking.
 - Always put the tasting spoon in the sink, and wash it before using it again or use another clean one.

- Wear hair nets during food preparation and when serving food.
- What are the steps to Kitchen cleanliness?
 - Wash any dirty dishes by hand or place in the dishwasher if appropriate and available.
 - Identify what dishes need to be washed by hand and which items can go in the dishwasher.
 - Sanitize the countertop with a cleaning rag and spray before and after food preparation, or any kitchen activity (cutting a cake, serving a snack, etc.)
 - After washing dishes or running the dishwasher, dry dishes (if applicable) and put dishes away in their correct place in the cabinet.
- What are knife skills and how does the learner use knives safely to accomplish the cooking skills?
 - Hold the item safely to prevent injury.
 - Use the correct knife for the task.
 - Use different kinds of cutting: slicing, chopping, cubing, etc.
- What is kitchen safety and why is it important?
 - Review kitchen safety and go over food storage - why do we put some food in the refrigerator, freezer, or cabinet.
 - Cook food to the right temperature - uncooked/undercooked food can be dangerous to eat.
 - Put leftovers away - first cover them and then put them in the refrigerator - so they stay fresh and do not spoil.
 - Open the oven fully and safely.
 - Wear oven mitts to pull out the rack, and place food in the oven or take food out of the oven.
 - Push the rack back in the oven, close the oven door.
 - Keep oven mitts and towels away from stove top.
 - Close cabinet doors.
 - Use a fire extinguisher in case of emergency.
 - How to put out a grease fire.
- What are the steps to following directions written on packages of food, household cleaning products, and other packages and containers.
- What are the steps when cooking for a meal for a small or large group?
 - Check the budget - how much money do we have.
 - Identify how many people you are cooking for to determine the quantity of food preparation required.
 - Choose a menu, check for allergies or sensitivities.
 - Identify items in stock and make a shopping list for additional items needed (keeping budget in mind).
 - Create a shopping list.
 - Go grocery shopping and put food away in appropriate storage area (refrigerator, counter, cabinet)
 - Follow a recipe.
 - Prepare the food for cooking (wash/clean, cut, slice, season, marinate).
 - Cook the food - check the temperature and time required.
 - Prepare food for service/delivery.
- Standards:

- Plan a nutritious menu according to the new FDA standards. (AAAA.K-12.4.3)
- Plan a grocery list and do comparative shopping at the grocery store. (AAAA.K-12.3.2)
- Grocery shop, bag groceries, then unpack and sort for proper storage into cabinets. (AAAA.K-12.4.3)
- Plan and complete meal preparation from start to finish. (AAAA.K-12.4.3)
- Demonstrate the importance of washing hands. (AAAA.K-12.1.1)
- Demonstrate the correct way to wash and store dishes. (AAAA.K-12.2.2)
- Understand the importance of a clean work area. (AAAA.K-12.4)
- Learn the importance of kitchen and general home safety. (AAAA.K-12.3.2)
- Explain healthy ways for friends to express feelings for and to one another (2.1.2.SSH.7)

Assessments:

- Students will have daily checklists “Job Checklist” At the beginning of class students will go through the kitchen with their checklist and complete tasks as needed (dirty dishes in sink, put away groceries, etc.) Paraprofessionals and the teacher will observe students' ability to accomplish these tasks independently and cooperatively on a daily basis.
- Life skills are assessed through formative evaluation, a continuous assessment based on daily observation. Periodically the student's progress will be gauged with a “test” for example following directions to make a cake or cookie batter - can the learner achieve the final product without prompting or how much prompting is needed.

Instructional Strategies & Unit Resources:

- Using Kitchen gadgets (AAAA.K-12.4.3)
- Playing board games (2.1.2.SSH.7)
- Online shopping sites/circulars (AAAA.K-12.3.2)
 - Practical application of skills in a real-world environment.
- Hands on activities in the kitchen (AAAA.K-12.4.3) (AAAA.K-12.4.3)
 - Learn to use measuring cups and measuring spoons - understand the difference between $\frac{1}{4}$ cup and $\frac{1}{2}$ cup, tsp and tbsp
 - Wash dishes by hand or use the dishwasher.
 - Put dishes away once they are washed and dried by hand or from the dishwasher.
 - Check the chores list and complete chores such as sweeping, wiping desks, and watering plants.
- Hygiene Kits (toothpaste, tooth brush, deodorant, brush) (AAAA.K-12.1.1)

Vocabulary

- Teamwork/Collaboration
- Hygiene
- Conflict

- Relationship
- Socialize/Socialization
- Budget
- Sanitize/Sanitization
- Menu

Accommodations & Modifications

Students in this class all have an IEP so lessons and instruction are individualized based on need.

- *Stations will be used to group students so they can complete the task using their strengths and skills.*
- *Paraprofessionals will support instruction based on the ability of students and prompting will be used only when needed.*
- *Assessments will be ongoing based on teacher observation, task accuracy and student ability.*

Interdisciplinary Connections & 21st Century Themes & Skills

This class is designed to aid students to be active members of society and to explore more about their own interests while working with each other. As stated in Standard 9.2 ***Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.***

Unit 2: Team Work

Unit Overview

This unit is designed to guide students' understanding of the purpose and need for fundraising and how to accomplish fundraising. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about fundraising, hosting events, planning and the processes involved to achieve the desired outcome. Students will be engaged in learning processes that develop critical thinking about planning and executing a plan. They have the opportunity to practice real-world examples of planning and executing the plan relevant to the culture of learners in the classroom.

Essential Questions:

- ***What is the purpose of fundraising?***
- ***How do we identify the amount of funds needed?***
- ***How do we raise the funds needed to achieve our needs and goals?***
- ***How do we work together for a common goal?***
- ***How do we manage our time to accomplish our goals?***

Learning Targets & Standards

- How is a Fundraising event/ project/goal oriented activity planned? (9.1.12.PB.3)
 - What is Fundraising and what is the purpose?

- How do we advertise?
- Identify Advertising techniques.
- How much money do we need/what is our goal?
- What are the steps in Planning, shopping, and budgeting? (9.1.8.CP.1)
 - Review previous concepts.
 - Holiday food and gift shopping.
 - Identifying purchase needs.
 - How much money do we have to spend?
- How do we Execute the plan (9.1.12.PB.3)
 - Planning.
 - Time management.
 - Schedule.
 - Stay organized.
- How do we work with a team to accomplish our mutual goal? (2.1.2.SSH.7)
 - Peers.
 - Colleagues.
 - Supervisor, Manager or Administration.
- Standards
 - Compare prices for the same goods or services (9.1.8.CP.1)
 - Design a personal budget that will help you reach your long-term and short-term financial goals. (9.1.12.PB.3)
 - Explain healthy ways for friends to express feelings for and to one another (2.1.2.SSH.7)

- Program and event fundraising
 - Identifying items for sale.
 - Preparing items for sale.
 - Advertising sale.
 - Calculating profit from sale and allocating funds.
- Planning a shopping trip using circulars from Unit 1.
- Task cards, Kahoot, Edpuzzles for daily assessments

Instructional Strategies & Unit Resources:

- Organize fundraising ideas (9.1.12.PB.3)
 - Whole group and small group.
- Advertise for fundraising.
 - Use the computer to create a Flyer.
 - Send emails to school personnel.
- Planning and shopping (9.1.8.CP.1)
 - Go to grocery store for real-world application of skills.
- Use online or paper Circulars to follow budget for holiday/big dinners (9.1.12.PB.3)

- Hygiene Kits (toothpaste, tooth brush, deodorant, brush) (AAAA.K-12.1.1)

Vocabulary

- Fundraiser/Fundraising
- Budget
- Funds/Money/Earning/Profit
- Teamwork/Collaboration
- Time management
- Advertisement

Accommodations & Modifications

Students in this class all have an IEP so lessons and instruction is based on individual ability to the task at hand.

- *Stations will be used to group students so they can complete the educational task using their strengths and skills.*
- *Paraprofessionals will aid instruction based on the ability of students and prompting will be used only when needed.*
- *The timeline of assessments will be determined on a daily basis using continuous observations, practical application and simulated activities.*

Unit 3: Personal Safety

Unit Overview

This unit is designed to guide students' understanding of the importance of personal hygiene, appropriately dressing for the weather and the event, and the need for maintaining vigilance for internet safety and safety when out in the community.

Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about personal hygiene and personal safety. and uses inquiry to engage students in learning processes that develop critical thinking about what is safety and when to seek help.

Students will analyze and evaluate situations to establish the difference between an emergency that requires a call to 911 and one that can be handled by an adult that can be contacted quickly.

Essential Questions:

- **What is appropriate wear for each season?**
- **How to distinguish what is appropriate wear for school. a social event, or a job interview?**
- **Why is personal hygiene necessary?**
- **How to maintain internet safety?**

- **What resources are available in the community to maintain personal safety; who to contact in an emergency?**

Learning Targets & Standards

- What would you choose to dress appropriately? (2.2.2.MSC.6)
 - Winter, spring, summer, fall.
 - What to wear based on temperature and weather?
 - How to dress professionally for a job/job interview
- What are the daily steps of Personal Hygiene? (AAAA.K-12.4.4)
 - What is your daily routine?
 - Showering, brushing hair, brushing teeth, changing clothes.
 - What are things we need to keep ourselves clean?
 - Toiletries, towel, etc.
- What is Internet safety? (AAAA.K-12.4.2)
 - Why is safety important?
 - Communicating online.
 - How and what to say online?
 - Who should we be talking to?
 - How do we know when we are in danger?
 - Who do we contact if we feel unsafe?
- What is Community safety? (AAAA.K-12.4.4)
 - Know resources in the community to help you.
 - Being aware of your surroundings.
 - Who do you contact in the event of an emergency?
 - Identifying the difference between what kind of emergency requires 911 vs a trusted adult.
- Standards
 - Learn the importance of maintaining a self-care routine. (AAAA.K-12.4.4)
 - Demonstrate social skills in various situations and settings. (AAAA.K-12.4.2)
 - Practice social awareness when out in the community. (AAAA.K-12.4.4)

Assessments:

- Use community and school resources for students to practice becoming familiar with the safety signs
 - Create a new safety sign they would use instead of one that is available (a different STOP sign or EXIT sign)
 - Use task cards for daily assessment
 - Role play
- Use story scenarios and take note of student answers to 'who' they would call for help

- Use picture cards to make inferences on the weather/what they should wear and why
 - Use task cards and story scenarios for daily assessment

Instructional Strategies & Unit Resources:

- Circles (AAAA.K-12.4.2)
 - This resource allows students to visualize and think about who are the people in their life that are most important/safe.
- Go around the community (school) and recognize safety signs and people of authority (AAAA.K-12.4.4)
 - Go to the grocery store once a month.
- Hygiene Kits (toothpaste, tooth brush, deodorant, brush) (AAAA.K-12.1.1)

Vocabulary

- Safety
- Communication
- Danger/Dangerous
- Resources
- Relationships
- Emergency
- Social Awareness

Accommodations & Modifications

Students in this class all have an IEP so lessons and instruction is based on individual ability to the task at hand.

- *Stations will be used to group students so they can complete the educational task using their strengths and skills.*
- *Paraprofessionals will aid instruction based on the ability of students and prompting will be used only when needed.*
- *The timeline of assessments will be determined on a daily basis using continuous observations.*

Unit4: Independence Skills

Unit Overview

This unit is designed to guide students' understanding of the overarching of all the skills learned and reviewed throughout the year. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about how to show independence by demonstrating the skills to follow directions to locate what they need to find their way in school, at home and the community. Students will apply their skills to navigate the world around them safely and when they need assistance they will demonstrate understanding of where to get that assistance.

Essential Questions:

- How do I navigate through school, home, work and the community independently?
- How do I find help when I cannot do it by myself?

Learning Targets & Standards

- How do I achieve Independent Living Safety Goals? (AAAA.K-12.4.4)
 - Will locate familiar school places (nurse, library, vice-principal, cafeteria, elective classes, etc.).
 - Will identify a home address
 - Will identify the address and phone number.
 - Will practice safety rules with reminders.
 - Will practice safety rules without reminders.
 - Will follow pedestrian signs and conventions.
 - Will identify rules regarding interactions with strangers
 - Will follow safety rules
 - Will read and follow safety signs
- Standards
 - Learn the importance of kitchen and general home safety. (AAAA.K-12.3.2)
 - Demonstrate social skills in various situations and settings. (AAAA.K-12.4.2)
 - Practice social awareness when out in the community. (AAAA.K-12.4.4)

Assessments:

- Use checklists to observe students independence
 - Are classroom tasks completed daily
 - Hygiene kits without prompting
 - Following one - two step instructions
 - Getting to their destination within the school
 - Asking for help/something they need or want
- Making/cooking something using kitchen safety/gadgets
- Using the washer and dryer (buttons to press, where to put the detergent)
- Home project
 - One on one with the teacher going over a safe phone number to call incase of an emergency
 - Home address and who lives there
 - Where would you go if you could not get into your house

Instructional Strategies & Unit Resources:

- Go to grocery store once a month (AAAA.K-12.3.2)

- Hands on lessons to observe student mastery/understanding of their independent skills (AAAA.K-12.4.4)
 - *without prompting* dishes, classroom is clean, hygiene kits are completed, cooking/making something using the kitchen
- Videos and task cards to determine different types of transportation (AAAA.K-12.4.4)
 - Look up schedules for public transportation
- Hygiene Kits (toothpaste, tooth brush, deodorant, brush) (AAAA.K-12.1.1)

Vocabulary

- Independence
- Directions
- Transportation
- Safety
- Schedule
- Hygiene

Accommodations & Modifications

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- *Stations will be used to group students so they can complete the educational task using their strengths and skills.*
- *Paraprofessionals will aid instruction based on the ability of students and prompting will be used only when needed.*
- *The timeline of assessments will be determined on a daily basis using continuous observations.*