

Life Skills Essential Elements- High School Curriculum Map



I Can Statements	Standards/Essential Elements	Objectives	Suggested Activities	Resources
I can take care of my personal hygiene.	EE.LS.1 The student will take care of their personal needs through appropriate daily living activities.	1.a The student will take care of their grooming and personal needs.	<ul style="list-style-type: none"> -Brush my teeth -Take a shower -Brush my hair 	<ul style="list-style-type: none"> - Hygiene items (deodorant, toothbrush, brush, clips, etc.) - Mirror (blow to fog up a mirror when teaching nose blowing) -Use step-by-step pictures of task analysis to be removed as a step is completed. -Use a checklist of hygiene steps in order. -Label where each item is stored (picture or words) deodorant, brush, toothpaste. -Place an outline on panties to show where placement of the feminine product is placed.
I can dress appropriately for my day.		1.b The student will dress themselves for their day.	<ul style="list-style-type: none"> -Select clean clothes -Select weather appropriate clothing 	<ul style="list-style-type: none"> -Selection of clothing items for all season -Items for clothing storage: hangers, folding tri-fold -Selection of shoes - which require socks or not -Selection of wearable accessories (hats, sunglasses, etc.) -Selection of work-related uniform attire (aprons, visors, gloves, etc.)

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I can decide what I want to eat.	EE.LS.1 The student will take care of their personal needs through appropriate daily living activities.	1.c The student will select their meals daily.	<ul style="list-style-type: none">-Select foods that make up a balanced meal-Eat a variety of foods-Use utensils appropriately	<ul style="list-style-type: none">-Selection of food items-Source for online shopping (websites or apps)

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<p>I can perform household tasks according to need.</p>	<p>EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.</p>	<p>2.a The student will complete household chores.</p>	<ul style="list-style-type: none"> -Clean sinks, bathtubs/showers, toilets. -Vacuum/sweep/mop floors -Dust -Change sheets on the bed -Clean dishes/load a dishwasher/put dishes away -Take out the trash -Use a plunger 	<ul style="list-style-type: none"> -Vacuum talcum powder so they can see where they have been -Put a square on the ground using tape for students to know where the dirt should go when using a broom -Make and watch videos of students modeling a task -Have a student video staff doing a task, then have staff video student -Use a "jig" to gather each piece needed to assemble the flashlight before putting it together -Marker to highlight expiration date

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<p>I can safely use kitchen appliances.</p> <p>I can use a washer and dryer to clean my clothes.</p>	<p>EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.</p>	<p>2.b The student will use household tools and appliances safely.</p>	<ul style="list-style-type: none"> -Turn off the stove and oven when finished. -Handle hot food appropriately -Use a timer when cooking. -Use knife, scissors, or other sharp objects safely -Use the correct type of dishes and cookware for stove, oven, and microwave -Start the washing machine (add laundry detergent, clothes/sheets/towels) -Move clothes to the dryer and select the appropriate setting -Take items out and fold 	<ul style="list-style-type: none"> -Silicone tall gloves work well in the kitchen, gloves to clean hot dishes -Start knives and cutting with the wooden ones or hard plastic

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<p>I can identify the value of coins and bills.</p> <p>I can make responsible purchases.</p> <p>I can pick a preferred method to make purchases.</p>	EE.LS.3 The student will identify and apply money management skills.	3. a. The student will identify the various methods to make a purchase (e.g., identify currency, make change, write a check, use a debit/credit card, or app etc.).	<ul style="list-style-type: none"> -Identify the value of coins and bills -Sort coins and bills -Count money -Make change -Decide when to use cash, debit, or checks 	<ul style="list-style-type: none"> -Selection of coins, bills, cards, and checks -Personal Financial Literacy
<p>I can identify deposits and withdrawals from my account.</p>		3.b The student will identify and apply banking transactions.	<ul style="list-style-type: none"> -Look at the banking app to see the balance on accounts -Identify what a deposit and withdrawal looks like on the banking app 	<ul style="list-style-type: none"> -Banking apps -Highlight the deposit and withdrawal in different colors

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I can use appropriate manners in social settings.	EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	4.a The student will follow social norms when communicating with others.	<ul style="list-style-type: none"> -Greet people by name -Speak clearly -Stay on topic -Speak in turn -Listen to others -Accept compliments 	<ul style="list-style-type: none"> -Collaborate with building staff to understand acceptable responses and interactions -Social games/group activities
I can behave appropriately around others.		4.b The student will use strategies taught to maintain appropriate behavior in social settings.	<ul style="list-style-type: none"> -Display emotions appropriately according to the situation -Practice self-controlled behaviors 	<ul style="list-style-type: none"> -Emotions charades -Feelings check-ins -Group games
I can communicate and have appropriate behavior in public.		4.c The student will navigate various public settings with appropriate communication and behavior.	<ul style="list-style-type: none"> -Give and receive feedback appropriately -Express needs, wants, and feelings in a healthy way 	<ul style="list-style-type: none"> -Positive vs. negative words -Gratitude activities -Opportunities to make choices
I can use problem solving strategies to handle conflict.		4.d The student will use problem solving skills to address conflicts.	<ul style="list-style-type: none"> -Use positive verbal and non-verbal communication to interact appropriately 	<ul style="list-style-type: none"> -Cooperative games/activities -Practice/role play

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I can follow safety signs while out in public.	EE.LS.5 The student will participate in the community appropriately and safely.	5.a The student will follow safety signs and navigate public places.	-Look both ways before crossing a street -Wait for the crosswalk lights -Walk in the crosswalk	-Safety Signs Flashcards
I can follow an emergency plan to stay safe.		5.b The student will follow emergency procedures to stay safe in various situations.	-Know in case of a fire, tornado, or active assailant where to go to stay safe -Review safety plans or make a safety plan	-School drills-repetitive practice -Social Stories
I can attend community events.		5.c The student will locate resources to find community events to attend safely.	-Find community events through the library -Use social media to locate events of interest	-Choices based on student preferences and interests
I can use various modes of transportation safely.		5.d The student will identify and use various modes of transportation in the community safely.	-Read a bus schedule -Call for a taxi or uber	-Transportation photos online or printed schedules use app or phone for local map

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I can make a schedule and follow it.	EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	6.a The student will manage their schedule.	-Use a calendar to plan their schedule of events or appointments	-Phone apps -Visual Schedule
I can advocate for myself.		6.b The student will use strategies to advocate for themselves in different situations.	-Identify ways to advocate for personal and academic needs -Make a list of personal and academic needs	-Role play advocating for personal and academic needs with school staff
I can ask for help when needed.		6.c The student will seek help from safe individuals when needed.	-Identify strengths and challenges to know when to request assistance -Identify safe individuals to seek help from	-OU Zarrow Institute