

KULANU ACADEMY MIDDLE SCHOOL PREP for LIFE CURRICULUM GUIDE

The essence of special education instruction for students with disabilities is to assist them to acquire and use essential skills within real-life situations and activities that naturally occur across many settings. For some students, such functional academics implies that through systematic instruction, the students learn to read and to write words they encounter in everyday life situations, to handle money, to manage time, and to move within the parameters of their school, community, interact with others, and use basic tools and machines to enhance their daily lives. Curricula found in general education settings that have parallels for special education instruction include: Language Arts, Mathematics, Science and Social Studies. Functional academics strive to maximize a student's quality of life. The instruction must provide purposeful, meaningful outcomes; permit the practice of important skills in relevant settings; and create the kind of educational atmosphere that enables students to build a repertoire of essential skills that deal with every aspects of a student's life.

The purpose of this guide is to give you a general overview of the instructional program for the middle school. For each subject area, summaries of the content and respective concepts are included. The concepts listed are not in sequential order and can be taught at different times of the year, with periods scheduled for reinforcement and review. To assure effective instruction, teachers may find it necessary to adapt the curriculum to address the individual needs and interests of their students. Therefore, some concepts may be taught in greater depth than others. In addition, selected concepts may be presented to everyone at the same time, in the same way, while others should be introduced to small groups of students using a variety of teaching methodologies.

Social Studies

The social studies program focuses on helping students learn about their roles as members of a family and school community. The developments of identity and social interaction are stressed. The students explore self, family and school through the five standards. Students learn about families now and long ago, as they study diverse families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Our program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the Prep for Life social studies program.

- **Geography**
 - **Maps and globes**
 - Expansion of map reading skills using different types of maps and globes
 - Representations (pictures) of rooms, buildings and/or neighborhoods
 - Location of land and water masses
 - Location of the United States of America
 - Concept words that describe directions and locations (i.e., above, below, near, far)
 - Identification of North, South, East, West
 - Seeing the globe as a model of the earth

- **Neighborhoods**
 - Components of a neighborhood
 - Comparing and contrasting their neighborhood/community with others

- **Family/Community**
 - Responsibilities within their home, school, community
 - Traffic Safety
 - Roles of community helpers
 - Different families and groups within a community
 - Roles and responsibilities within a family and community
 - Family members pass on family customs from generation to generation

- **Citizenship, and Government**
 - Self and others (i.e. gender, ethnicity, languages, talents, abilities, likes, dislikes, etc.)
 - Importance of following rules
 - Citizenships: rights and responsibilities

English Language Arts

The English language arts program is a balanced literacy approach based upon an integrated language arts curriculum, which incorporates reading, writing, listening and speaking. By exposure to contemporary and traditional literature, students, as listeners and readers, will collect data, facts, and ideas: discover relationships, concepts and generalizations and use knowledge. Students as speakers and writers will use pictures, oral and/or written language for effective social communications; to acquire, interpret, apply and transmit information for self-expression as well as artistic creation; and to present their opinions about experiences, ideas, information and issues. Additionally, reading, writing, listening, and speaking are used as vehicles for learning throughout the curriculum. A variety of multisensory strategies should be utilized to enhance the teaching of reading, writing, and spelling.

- **Reading**

- Recognizing sight words
- Read functional survival signs
- Decoding
- Vocabulary development and usage
- Letter/sound correspondence
- Select reading materials for pleasure/interest
- Reading strategies to assist comprehension
- Using letter sound relationship (phonemic awareness) strategies to read words

- **Writing**

- Write simple words to label objects/pictures
- Write individual words to communicate wants and needs
- Write simple sentences to convey information (subject-verb-object)
- Write words and simple sentences to share information and/or respond to questions
- Copy letters, words, and sentences
- Communicate using simple sentences
- Copy letters, words, and sentences
- Writing (following left to right and top to bottom direction)
- Labeling
- Use writing to convey ideas, opinions or feelings
- Write simple words to express an idea or feeling
- "WH questions"

- **Listening and Responding**

- Apply social language skills throughout the day in various contexts and settings with a variety of people
- Social appropriateness in various situations including volume, intensity and intonation
- Comprehend feelings and respond appropriately
- Ask appropriate questions
- Maintain personal space
- Maintain appropriate eye contact
- Speaking in complete sentences

- Retelling stories sequentially
- Following oral and/or written directions (listening to and following)
- Follow two step directions
- Topic maintenance and relevancy
- Participating in discussions

Mathematics

The Mathematics program provides a variety of experiences that promote mathematical understanding. Students progress from the use of concrete objects (manipulatives), to mathematical symbols and abstract processes as they learn mathematical concepts; develop the ability to communicate mathematical ideas; make connections between mathematical abstractions and real life situations/ and refine their ability to solve problems. Everyday Mathematics, a research based curriculum, which teaches the application of mathematics to real life situations.

- **Whole Number Concepts**
 - Number identification 0-30
 - Meaning of numbers
 - Basic counting techniques
 - Comparing and ordering
 - Ordinal numbers
 - Evens/odds
 - Skip counting
 - Place value
 - Explore concepts of more/less
- **Whole Number Operations and Applications**
 - **Addition/Subtraction**
 - Meaning of addition and subtraction
 - Number sense
 - Basic Facts
 - w/ single digits
 - Use concrete material to model numbers and number relationships for whole numbers
 - Relate counting to grouping using manipulatives
- **Money**
 - **Recognize and use coins**
 - Match coins (penny, nickel, dime, quarter)
 - Identify value of coins
 - Add coins together to make purchases
 - **Combine groups of coins**
 - Name/label all coins
 - Count values of like and mixed coins
- **Measurement/Geometry**
 - **Explore , understand and use the attributes of weight**
 - Identify and distinguish heavy/light
 - Identify the unit of measurement for weight is pounds/ounces
 - Use a scale to determine the weight of an object
 - **Explore, understand and use the attributes of volume**
 - Identify and distinguish empty/full
 - Identify and use cups, teaspoons and tablespoons to measure volume
 - **Explore and use the attributes of length/distance**
 - Identify near/far, long/short, and tall/short

- Identify the units of measurement and symbols for length/distance, and inches and feet
- Use a ruler or tape measure to determine length of object or distance
- Identify concepts of height/width
- Measure height/width
- **Explore, understand and use the attributes of temperature**
 - Identify hot/cold
 - Identify warm/cool
 - Identify unit of measurement and symbol for temperature as degree
 - Use a thermometer to measure temperature
- **Develop calendar skills**
 - Identify days of the week and months of the year
 - Identify day and year
 - Identify yesterday, today and tomorrow
 - Use the calendar to find day/date
 - Identify the four seasons
- **Explore, understand and use the attributes of time**
 - Explore and recognize a clock, its parts and function (analog)
 - Identify different parts of the day (morning, afternoon, evening)
 - Associate activities with the time they occur
 - Identify parts of a clock and their respective functions
 - Identify the unit of measurement for time in seconds, minutes and hours
 - Use a clock/watch (analog or digital) to tell time to the hour and $\frac{1}{2}$ hour interval
 - Use watch/clock spontaneously as needed throughout the day in school to follow schedule)

Science

The science program focuses on introducing students to the basics of science with a focus on: physical, life, and environmental sciences that are a part of the student's everyday life. Caring for plants and animals, understanding factors that support life, and increased respect for the natural environment are all part of the Life Science area. Understanding the nature of the physical world, being able to use tools, simple machines; and recognizing basic force and motion of objects; properties of matter (water); understanding the weather patterns and seasonal changes are all a part of the student's daily encounters and interactions with the world around them, and are part of the Environment and Sensory Awareness/Physical Science area.

- **Life Science**
 - **Living things**
 - Recognize living and non-living things
 - Sort living things and non-living things
 - Identify and categorize similarities and differences of living/non-living things
 - **Discriminate between living and non-living things based on physical characteristics**
 - Recognize and classify living things by their broad category (people, animal, plants, insects)
 - **Identify basic needs of living things**
 - **Explore how living things change over their lifetime**
 - **Human Body**
 - Recognition and identification of the five senses
 - Use of the senses to perceive surroundings
 - Learn about the functions of the various functions within the human body
 - Identification of the basic stages of human growth and development
 - **Hygiene**
 - Basic understanding of what germs are
 - Basic understanding of the importance of cleanliness
 - The necessary steps required to maintain good dental hygiene
 - Knowledge of appropriate usage of the bathroom facilities
 - **Nutrition**
 - Recognize and identify healthy/unhealthy foods
 - Basic understanding of the food guide pyramid
 - Knowledge to make healthy food choices
- **Physical Science**
 - **Matter**
 - Classification of matter by properties: color, size, texture, and weight
 - Identify properties of solids (size, shape, weight, and color)
 - Identify properties of liquids (color, taste and odor)
 - Introduction to simple machines
 - **Energy**
 - Introduction to the magnetic attraction of different objects
 - Use of energy: movement, heat, and light

- Identification of forces and description of motion
- **Earth Science**
 - **Space**
 - Exploration of space: observation of day and night; sun, moon, and stars; sunshine and shadows
 - **Earth**
 - Introductory experiences with air, water and light
 - **Weather**
 - Group weather watching: observation, discussion and recording changes
 - Influence of weather on daily activities and attire
 - Name the four seasons and describe typical events characterizing each
 - Recognizing patterns of daily, monthly, and seasonal changes

Life Skills

Students with disabilities have unique instructional needs and considerations. These include the need to learn, to carry out and to apply a variety of self help skills, social skills and self determination skills. In order to be prepared to assist our students in making choices about their own lives, this necessitates planning for such instruction in the most meaningful way. The scope of our life skills curriculum includes moving about the school and community (travel), safety, accessing resources and using services in the community for leisure time pursuits, such as shopping and eating in a variety of restaurants. Like acquisition of toileting and eating skills, developing competence in dressing and clothing care can result in a student's success at increased levels of independent functioning and the ability to make choices in his or her life.

Students with disabilities often have a great deal of difficulty in making successful transitions from school to the world of work. The ability to call upon, transfer and apply knowledge and skills from one setting to another is difficult to master. Students need many real-life opportunities to make decisions and evaluate the appropriateness of those choices.

❖ **Community Life**

○ **Travel**

- Travel from bus to school, and school to bus
- Navigate/walk from bus to given points in school/community with supervision
- Participate in class outings in small groups with close supervision
- Recognize intersections and crosswalks
- Recognize and react to safety factors (words and symbols) at an intersection
- Recognize and negotiate a variety of entrances and exits

○ **Home Life**

▪ **Eating/Cooking**

- Demonstrate use of appropriate table manners
- Utilize kitchen appliances
- Follow a simple recipe

▪ **Clothing/Dressing**

- Recognize items of clothing
- Match clothing to body part
- Dress/undress independently
- Demonstrate ability to care for clothing
- Demonstrate ability to choose clothing based on the weather
- Maintain a neat appearance

▪ **Recreation/Leisure**

- Identify a leisure time activity related to interest and enjoyment
- Recognize the rules and requirements that apply to a leisure activity

- Participate in unstructured/structured leisure activities
- Share feelings and opinions about a leisure activity
- **Safety**
 - Recognize an emergency situation
 - React to fire and attempt to remove self from the fire/ dangers
 - Recognize safety equipment and signs

Art

The art curriculum encourages creative thinking. Imagination should be stressed. Artistic and technical knowledge are developed on a continuing basis throughout the class. The content of the program is centered on the making of art objects with emphasis placed on observing, interpreting, comparing, making judgments, and problem solving. Basic aesthetics of art history and art criticism are integrated with art production, literature-based art as well as multicultural activities.

- **Design**
 - Two -dimensional explanation of:
 - Texture
 - Line
 - Shape
 - Size
- **Colors**
 - Awareness of:
 - Primary and secondary colors
 - Warm and cool
 - Color mixing
 - Blending
- **Experiences**
 - Including but not limited to:
 - Pen and pencil drawings
 - Crayon
 - Painting
 - Printmaking
 - Collage sculpture
 - Participation in group art projects

Music

The music program promotes appreciation for music and the development of musical skills. Instruction (as noted below) and the introduction of a variety of musical genres begin in middle school, and are continued and extended through high school. This program is designed to enrich a student's personal development, creative interests, academic as well as personal life and will emphasize:

- React to sounds, voices and music
- Respond and listen to sustained musical sounds
- Participate with group in a music listening project
- Rhythmic movement
- Creative movement
- Singing in unison
- Perform songs for an audience
- Attend a musical performance containing singing
- Recognize a variety of musical instruments