

KAP Support Skills Curriculum Map

Created June 2023

Class Structure:

Daily: 5 min Warmup: Engagement and Check In; 20 min Academic Work and Support Time; 10 min Break; 20 min Activity Time

Weekly: Full Hour Group Project or Activity (eg. cooking, baking, building, transition skills etc.) driven by student interest

Unit/Topic of Study	Standards Michigan Department of Education (MDE) Early Childhood-Grade 12 Social and Emotional Learning (SEL) Competencies and Indicators	Key Vocabulary	Test Taking and Reading Strategies and student engagement	Math Skills	Writing in the content area	Assessments
Goal Setting & Time Management	<u>Self-Awareness</u> 1D. Demonstrate a sense of personal responsibility <u>Self-Management</u> 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life	SMART goals, backwards planning, percentage complete, differences between percentage grades in Edgenuity	-Individual Check Ins -Tests read aloud to students with accommodation -Student-driven ownership over education	Targeted math skill tutorials or assistance in 1 on 1 or small group as needed for courses	Targeted writing skill tutorials or assistance in 1 on 1 or small group as needed for courses	Progress towards goals, Self-Reflection
Recreation & Positive Social Interaction: Cards, Games and Puzzles	<u>Relationship Skills</u> 4A. Use positive communication and social skills to interact effectively with others	Positive, Communication, Strategy	-Engagement in small and large group games. -Focus and awareness	Score keeping and developing strategy		Observation: Engaging appropriately in activities. Inclusive of others.
Lifeskills: Cooking	<u>Self-Awareness</u> 1D. Demonstrate a sense of personal responsibility <u>Relationship Skills</u> 4A. Use positive communication and social skills to interact effectively with others	Sanitation, Cross Contamination Boil, Simmer Preheat, Broil, Brown	-Student input drives dish choice -Students given choice of tasks -Guided in recipe reading	Measurements Comparing preparation times and planning		Successfully and safely contributing to the completed dish through tasks of their choice

Lifeskills: Baking	<u>Self-Awareness</u> 1D. Demonstrate a sense of personal responsibility <u>Relationship Skills</u> 4A. Use positive communication and social skills to interact effectively with others	Dry vs. Liquid Measurement Melting vs. Softening Blend, fold, beat, mix	-Reading a recipe -Attention to detail with baking vocabulary	Using math to double/triple recipes, fractions		Successfully and safely contributing to the completed baked good through tasks of their choice
Transition Skills	<u>Self-Awareness</u> 1B. Demonstrate an awareness of their personal traits, including their strengths and interests 1C. Demonstrate awareness of their external supports 1D. Demonstrate a sense of personal responsibility	Post Secondary training and employment skills	Engagement through real life applications		Job applications Service applications Post-sec. training applications	Completion of activity. Self Reflection
Individual Post-Secondary Goals & Interests Research	<u>Self-Awareness</u> 1B. Demonstrate an awareness of their personal traits, including their strengths and interests <u>Self-Management</u> 2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life	Learning what training, certifications, or degrees are needed for post-secondary goals	Individualized engagement through research about post-secondary interests		Note taking and resource organization skills	Engagement and completion of activity. Self Reflection
Building Projects <i>(ex. Planter boxes, outdoor games, etc. based on need and interest)</i>	<u>Social Awareness</u> 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community <u>Responsible Decision Making</u> 5A. Uses personal, ethical, safety, and cultural factors in making decisions	Identifying and using appropriate vocabulary related to tools and materials for the project	-Engagement in building activity -Opportunities for students to share prior knowledge.	Dimensions and measurements	Reading directions and diagrams and making notes as needed	Successful completion of building projects with each student contributing safely
Recreation & Positive Social Interaction: Outdoor Games	<u>Relationship Skills</u> 4A. Use positive communication and social skills to interact effectively with others	-Game-specific vocabulary. -Appropriate communication in competition	-Focus & social interaction -Opportunities for movement	Calculating and tracking scores in games	Score keeping as appropriate	Appropriate engagement in games with positive interactions

KAP Support Skills Unit Calendar

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Goal Setting and Time Management	→	→	→	→	→	→	→	→	→
Recreation and Positive Social Interaction: Cards, Games and Puzzles	→	→	→	→	→	→	→	→	→
	Lifeskills: Cooking	→	→	→	→	→	→	→	→
	Recreation and Positive Social Interaction: Outdoor Games						Outdoor Games	→	→
		Lifeskills: Baking	→	→	→	→	→	→	→
	Building Project							Building	
				Transition Skills					
					Individual Post-Sec. Goals and Interests Research				