

Genesee Valley Central School  
2025-2026 High School Life Skills Syllabus

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**CLASSROOM EXPECTATIONS/POLICIES:** STUDENTS ARE EXPECTED TO ADHERE TO ALL SCHOOL POLICIES, PARTICIPATE IN CLASS DISCUSSIONS AND ACTIVITIES, WHILE RESPECTING ADULTS AND PEERS. AT TIMES, PARTICIPATING AS A TEAM OR COLLABORATING WITH PEERS TO COMPLETE TASKS IS NECESSARY AND STUDENTS ARE EXPECTED TO BE AN ACTIVE MEMBER OF THE TEAM.

**WORK-BASED LEARNING EXPECTATIONS/POLICIES:** STUDENTS WILL BE REPRESENTING GVCS IN THE COMMUNITY AND WILL ADHERE TO THE DRESS CODE AND EXPECTATIONS AS OUTLINED IN THE AGREEMENT SIGNED BY STUDENTS AND PARENTS PRIOR TO PLACEMENT.

**COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)**

Work-based Learning/Pre-Employment Training – GV/Bus Garage and Cafeteria (as time permits between placements – placements planned in December/June), Houghton College (October/November), Runnings (November/December), YMCA (January/February), Alfred State College (February/March), Argentieri Bros (March), East Wind Landscape Nursery (April-May), Giant Food Mart (May), Bus Garage (June); Funland – every Monday Directions In Independent Living – Transitional and Special Education Support Program Skills/Assessments/Programs – NYSAA, Life Skills curriculum (Everyday-Life Reading and Writing; Practical Practice Math; Life Skills Workbooks – include units focusing on Labels & Packages, The Newspaper, Online Shopping, Filling Out Forms, Consumer Words, Work Place Words, Money Management, Independent Living Words, Personal Care Words, and Occupation Words), iXL, Reading A-Z, EdMark Reading Program, Fast ForWord Reading Program, Java Jags coffee/snack cart

Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)	
<b>1: N/A (Not Applicable)</b>	Student has not had an opportunity or been observed to attempt or complete task.
<b>2: Extensive Support</b>	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
<b>3: Moderate Support</b>	Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
<b>4: Minimal Support</b>	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
<b>5: Independent</b>	Student completes task without assistance/supervision.

**COMPETENCIES**

**Skills/Abilities**

Exhibits and/or expresses specific interests
Demonstrates abilities related to specific interests
Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests
Identifies skills needed for post-secondary success
Identifies accommodations needed for post-secondary success

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**Skills/Abilities**

Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail)

Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace)

**Skills/Abilities**

**Reading:** Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)

**Reading:** Identifies vocabulary associated with various jobs (e.g., matches tools to words)

**Writing:** Creates pictures, symbols and objects and writes words and sentences to communicate information

**Listening:** Follows one step directions to complete a given task

**Listening:** Follows two or more step directions to complete a given task

**Speaking:** Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate.

**Math:** Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)

**Functional Math:** Applies basic math skills to daily living (e.g., tells time, manages money)

**Skills/Abilities**

Recognizes that there is a problem and requests assistance

Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)

Solves less common problems, such as contacting emergency services (e.g., dial 911)

Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior)

Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)

**Skills/Abilities**

Communicates preferences and needs

Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)

Transitions appropriately between activities

Manages health (e.g., makes personal and health needs known)

Performs personal care skills

Uses unstructured time appropriately

**Skills/Abilities**

Asks for help when faced with difficult situations and individuals

Self-advocates (e.g., seeks out and uses supports and accommodations)

Accepts direction from authority figures

Works independently

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Works as part of a team
Respects the space and property of others
Demonstrates appropriate behavior across settings
Interacts appropriately with peers and others
Participates in leisure/recreation activities
<b>Skills/Abilities</b>
Identifies the correct tool/technology necessary to complete a given task
Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology)

<b>Skills/Abilities</b>
Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)
Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu)
<b>Skills/Abilities</b>
Selects the appropriate resources to complete a task
Initiates tasks
Remains on task
Completes tasks within existing time limits
Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry)
<b>Skills/Abilities</b>
Navigates the community (e.g., walking, public transportation)
Demonstrates understanding of who to ask for help
Uses appropriate health and safety practices
Follows daily schedule and routines
Adapts to new situations
Understands and follows rules