

**2025-26 GVCS CURRICULUM MAP**

<b>Month</b>	<b>Standard/Learning Target</b>	<b>Program Materials/Resources</b>	<b>Vocabulary</b>	<b>Assessment</b>	<b>Writing</b>
September	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Exhibits and/or expresses specific interests	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
September	Universal Foundation Skills – Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
September	Universal Foundation Skills – Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
September	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Self-advocates (e.g., seeks out and uses supports and accommodations)	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
September	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology)	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
September	Managing Information: Ability to access and use information. –	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment,	Student journal, reflection sheet,

2025-26 GVCS CURRICULUM MAP

	Navigates the community (e.g., walking, public transportation)			performance task, checklist	teacher made materials
October	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Demonstrates abilities related to specific interests	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
October	Universal Foundation Skills – Listening: Follows one step directions to complete a given task	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
October	Universal Foundation Skills – Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
October	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Accepts direction from authority figures	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
October	Managing Information: Ability to access and use information. – Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
October	Managing Information: Ability to access and use information. – Demonstrates understanding of who to ask for help	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

November	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
November	Universal Foundation Skills – Listening: Follows two or more step directions to complete a given task	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
November	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Communicates preferences and needs	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
November	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Works independently	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
November	Managing Information: Ability to access and use information. – Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu)	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
November	Managing Information: Ability to access and use information. – Uses appropriate health and safety practices	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

December	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Identifies skills needed for post-secondary success	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
December	Universal Foundation Skills – 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.	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
December	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
December	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Works as part of a team	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
December	Managing Information: Ability to access and use information. – Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity.	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

December	Managing Information: Ability to access and use information. – Follows daily schedule and routines	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
January	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Identifies accommodations needed for post-secondary success	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
January	Universal Foundation Skills – 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 academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
January	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Transitions appropriately between activities	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
January	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Respects the space and property of others	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
January	Managing Information: Ability to access and use information. – Selects the appropriate resources to complete a task	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

January	Managing Information: Ability to access and use information. – Adapts to new situations	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
February	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
February	Universal Foundation Skills – Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
February	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Manages health (e.g., makes personal and health needs known)	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
February	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Demonstrates appropriate behavior across settings	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
February	Managing Information: Ability to access and use information. – Initiates tasks	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

Teacher Name: Mackenzie Edmister

Grade Level: 9-12+

Class: Life Skills

2025-26 GVCS CURRICULUM MAP

February	Managing Information: Ability to access and use information. – Understands and follows rules	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
March	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail)	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
March	Universal Foundation Skills – Thinking Skills: Ability to use ideas and information to make decisions and solve problems.	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
March	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Performs personal care skills	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
March	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Interacts appropriately with peers and others	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
March	Managing Information: Ability to access and use information. – Remains on task	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

April	Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions. – Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace)	Career interest inventories, guest speakers, workplace visits	job, career, skills, interest, work	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
April	Universal Foundation Skills – Recognizes that there is a problem and requests assistance	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
April	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Uses unstructured time appropriately	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
April	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Participates in leisure/recreation activities	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
April	Managing Information: Ability to access and use information. – Completes tasks within existing time limits	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
May	Universal Foundation Skills – Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

2025-26 GVCS CURRICULUM MAP

May	Universal Foundation Skills – Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
May	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
May	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants.	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
May	Managing Information: Ability to access and use information. – Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry)	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
June	Universal Foundation Skills – Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
June	Universal Foundation Skills – Solves less common problems, such as contacting emergency services (e.g., dial 911)	Functional academics practice, flashcards, role play activities	read, write, listen, speak, math, directions	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials

Teacher Name: Mackenzie Edmister

Grade Level: 9-12+

Class: Life Skills

**2025-26 GVCS CURRICULUM MAP**

June	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Asks for help when faced with difficult situations and individuals	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
June	Personal Qualities: Ability to self-manage, plan, organize, and take independent action. – Identifies the correct tool/technology necessary to complete a given task	Social stories, self-regulation strategies, group activities	choice, need, transition, regulate, health	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials
June	Managing Information: Ability to access and use information. – Systems: Ability to understand how a system operates and identify where to obtain information and resources within that system.	Internet searches, grocery ads, safety drills	menu, rule, alarm, internet, ad	Teacher observation, student self-assessment, performance task, checklist	Student journal, reflection sheet, teacher made materials