



Practical Life Curriculum

	Early Childhood 3-6 years	Lower Elementary 6-9 years	Upper Elementary 9-12 years	Middle School 12-14 years
Care of Self	<p>Introduction to awareness of how one moves and speaks in the environment.</p> <p>Rolling up Sleeves</p> <p>Management of coats, hats, gloves, boots and shoes: removing, storing, and putting back on</p> <p>Hand washing - *gross motor, preparation for handwriting*</p> <p>Introduced to nutrition - the nourishing of oneself. Trying a variety of foods. How to prepare a snack and enjoy it. *gross motor*</p>	<p>*further develops this awareness and practice through all planes of development.</p> <p style="text-align: center;">*</p> <p>Beyond motor skills - Introduction of hygiene and responsibility of cleaning oneself at home or school.</p> <p>Further exploration/introduction of foods and nutrition. Where food comes from and what is healthy. Snacks are eaten independently and as a group.</p>	<p>*further develops this awareness and practice through all planes of development.</p> <p style="text-align: center;">*</p> <p>Further developing - introduced to understanding the changing body.</p> <p>Further management of nutrition. Students are encouraged to have a say in what is packed for lunch and snack. Some even pack their own lunches by this point.</p>	<p>*further develops this awareness and practice through all planes of development.</p> <p style="text-align: center;">*</p> <p>Further study of self and care of. Students go on more than one away excursion for extended periods of time where they must manage the care of themselves.</p> <p>Continued development. Students experience planning, budgeting, shopping and cooking for themselves independently while on extended excursions.</p>



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	<p>Fine motor skills developed through Dressing Frames: Snapping, Zippering, Buttoning, Buckling, Tying, and Lacing.</p>	<p>Simple cooking activities/food preparations are guided.</p> <p>Students are introduced and taught some basic hand stitching, knot tying, and finger knitting.</p>	<p>Cooking activities are given as work in the classroom. Students research and learn about food and preparation of. Planning, shopping, prepping, and preparing dishes to sample and share. Ranges from simple to complex. *(purchase decisions, comparative shopping, and budgeting)*</p> <p>Students continue basic stitch work, often binding books for projects.</p> <p>A sewing curriculum is also introduced:</p> <p>Understanding Parts of a Sewing Machine</p> <p>Threading of Machine</p> <p>Ironing</p> <p>Basic Sewing and Seams</p>	<p>Dishes range from simple to complex. *(purchase decisions, comparative shopping, and budgeting)*</p> <p>Sewing is made available to students.</p>
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			<p>Construction of a Basic Bag</p> <p>Reading and Following a Pattern</p> <p>Independent Creations</p>	
<p>Care of Environment</p>	<p>Opening and Shutting a door or drawer.</p> <p>Carrying a tray/work.</p> <p>Sitting at a table.</p> <p>Washing a table. *gross motor - reading preparation left-to-right*</p> <p>Moving a table.</p>	<p>*further develops this awareness and practice through all planes of development.</p> <p>Works become more complex with many pieces. Such as stamp games and test tube division, care must be taken or natural consequences will occur.</p> <p>*this activity continues through elementary and MS - becoming not only a daily job but an expectation if needed</p>	<p>*further develops this awareness and practice through all planes of development.</p> <p>Students must carry works such as stamp games, test tube division, and pegboards. Care must be taken or natural consequences will occur.</p> <p>Students are involved in maintaining the layout of the room, as well as occasionally helping to rearrange it</p>	<p>*further develops this awareness and practice through all planes of development.</p>



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	<p>Rug etiquette.</p> <p>Organization of belongings - backpacks, coats, boots, hats, and gloves stored in cubby spaces outside of the classroom.</p> <p>Washing Dishes *gross motor*</p> <p>Sweeping *gross motor*</p> <p>Mopping *gross motor*</p>	<p>*rugs are used throughout elementary with similar expectations</p> <p>Students have cubby space outside classroom for organization of belongings, in addition to a drawer in the classroom for storage of current and upcoming work as well as other items.</p> <p>Students are responsible for cleaning up after snacks and rinsing milk cartons.</p> <p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p>	<p>Students have cubby/locker space outside of classroom for belongings, and a storage drawer in the classroom, in addition to a portfolio binder for finished work and additional classroom areas to have belongings to be responsible for (Science room, History/Cultural/Practical Life Areas)</p> <p>Students are responsible for washing/cleaning anything used in the kitchen while completing expected cooking assignments.</p> <p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p>	<p>Students are responsible for washing/cleaning anything used in the preparation of food.</p> <p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p>
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	<p>Dusting *gross motor*</p> <p>Caring for Houseplants *gross motor*: watering, cleaning leaves, and removing dead foliage.</p> <p>Caring for Animals - Classroom Pets: Turtles, fish, rabbits, guinea pigs, birds, and reptiles. *gross motor for feeding*</p> <p>Fine motor skills developed through practical life skill activities -</p> <p>Synchro-motor: Opening Bottles, Using a Baster, Making Suds, Using Tongs, Using Tweezers, Balling yarn, Polishing.</p>	<p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p> <p>This activity becomes a weekly job assignment in the classroom.</p> <p>Students are responsible for helping with maintaining and caring for live animals. In addition to studying the creatures and incorporating scientific observation and writing skills.</p>	<p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p> <p>This activity becomes a weekly job assignment in the classroom - during Botany studies students are asked to bring in a personal plant to care for in the classroom as well.</p> <p>Students are responsible for helping with maintaining and caring for live animals. In addition to studying the creatures and incorporating scientific observation and writing skills.</p>	<p>This activity becomes a weekly job assignment as well as an expectation if the need occurs.</p> <p>This activity becomes a weekly job assignment in the classroom. This is in addition to the hydroponic basil growth business the students maintain.</p> <p>Students are primarily responsible for the care and maintenance of any living creature housed in the classroom. In addition to studying the creatures and incorporating scientific observation and writing skills.</p>
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	Transfer: Scooping, Spooning, Pouring.			
	Exploring Media: Pasting, Cutting, Using Chalk, Using Crayons, Making a Pinch Pot, Painting at an Easel.			
Grace and Courtesy	How to Watch Someone at Work	Students continue to work in multi-aged classrooms observation of others work is valued.	Students continue to work in multi-aged classrooms observation of others work is valued.	Students continue to work in multi-aged classrooms observation of others work is valued.
	How to Speak to Someone Who is Busy	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.
	How to Ask for Help	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.
	How to Wait	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.	*further develops this awareness and practice through all planes of development.
	Expressing Feelings Responding to Others Using the Restroom Coughing			



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	<p>Sneezing Blowing your Nose</p>			
	<p>Line Time - community time, name games, birthdays, discussion.</p> <p>Public Places: Preparing and Enjoying Walks, Outings, Etc.</p>	<p>Further practice in building community and respectful discussion.</p> <p>further practice</p>	<p>Further practice in building community and respectful discussion. Older students in the class build the skills to lead line time. Discussion gets more abstract/philosophical.</p> <p>Continued practice in addition to learning about Public transit and trip planning.</p> <p>Community Experience Day -students reach out to a professional in a field of career interest for them and schedule to spend a school day shadowing. Student is responsible and prepared to speak directly, ask good questions, and facilitate the experience.</p> <p>test taking strategies</p> <p>Fund raisers - small business</p>	<p>Further practice in building community and respectful discussion. Students lead line time with agendas and responsibilities. Discussion continues to be abstract/philosophical.</p> <p>Continued practice in addition to learning about Public transit and trip planning.</p> <p>Fund raisers - small business</p>