

Syllabus 25/26 school year

Life Skill Support Classroom at the Bellefonte Middle School .

Academics

Looks at pictures/letters: 1.1.3.A learning to read independently

Matches color/pictures: 1.1.3.C learning to read independently

Reads words related to food/cooking 1.1.3.C Learning to read independently

Points to pictures of story elements with assistance 1.1.3.G Learning to read independently

Observes the association of numbers and objects: 2.1.3.A Numbers, number systems, and number relationships

Counts numbers to 100 2.1.3.G Counts numbers to 100

Reads digital clock time 2.3.3.D Measurement and estimation

To the minute 2.3.3.D Measurement and estimation

Identifies money 2.1.3.E Numbers, number systems, and number relationships

Science: RI.2.3, RI.2.1, RI.2.10 environment and personal health

Social Studies: RI.2.2, RI.2.7, RI.2.10 time, continuity, and change

Interpersonal Communication and Social Skills:

Demonstrates an involuntarily response to sensory stimuli 1.6.3.A (Speaking and Listening)

Attends to people in the environment 1.6.3.A (Speaking and listening)

Responds to name/basic language concept 1.6.3.E (Speaking and listening)

Responds to “wh” questions 1.6.3.A (Speaking and Listening)

Daily Living skills;

Travels in the community: 10.3.3.A

Eats in a sit-down restaurant 10.1.3.C Concepts of health

Indicates need to use bathroom 10.1.3.B Concepts of health Vocational Skills:

Performs Basic Repetitive Task 11.2.2.B

Follows directions of teacher/supervisor 11.2.6.B

Measures and pours dry/liquid ingredients 11.3.3.F

Sorts materials 13.2.3.G

Participates in shopping 11.1.3.F

Stores food after shopping 11.1.3.F

Communication Skills: Communicates meaningfully using icons, device, and/or words

1.6.3.E Speaking and listening

Responds appropriately to yes/no questions 1.6.3.A Speaking and listening

Language Arts: Guided reading, reading comprehension

Number Worlds ;Math Curriculum

Math: time, money skills,

Physical Therapy: to improve Range of Motion

Occupational Therapy: fine motor skills and Improve Range of Motion

I teach to each student's IEP, the student's goals are my main concerns. Grading is done with progress monitoring, progress reports are sent home every 9 weeks. If progress is not being made and IEP revision meeting is scheduled to meet the students needs.

My philosophy of teaching is:

- The parents/guardians are the most important people in each student's life
- Every student is capable of learning
- I teach for success- not failure.
- I seek solution- not punishment.

See lesson plans that address the PA Standards.

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