

Elementary Cottage Curriculum

I. Personal Health and Hygiene

A. Nutrition

1. Student can name nutritious foods.
2. Student can name non-nutritious foods.
3. Selects snack foods that are nutritious.

B. Personal Care

1. Goes to bed at the correct time for age level.
2. Goes to bed early when tired.
3. Stays in bed at night.
4. Naps when needed and appropriate.
5. Identifies own clothes.
6. Dresses self.
7. Varies clothes worn.
8. Correctly stores clothes.
9. Identifies when clothes are dirty.
10. Separates dirty clothes from clean clothes.
11. Dresses appropriately for weather and for varying activities.
12. Chooses clothes to wear and matches them appropriately.
13. Separates clothes by color for washing.
14. Loads washing machine with correct amount of clothes.
15. Uses the correct amount of detergent for the wash load.
16. Sets temperature and timer correctly on washing machine/dryer.
17. Correctly turns on washing machine.

C. Personal Hygiene

1. Controls bladder during the day.
2. Controls bladder during the night.
3. Controls bowel movements.
4. Correctly uses the toilet.
5. Cleans self after toilet use.
6. Flushes toilet after use.
7. Washes hands thoroughly as needed (esp. after toilet use).
8. Bathes/showers daily.
9. Cleans self thoroughly with soap when bathing/showering.
10. Dries self thoroughly after bath/shower.
11. Washes hair as needed.
12. Uses correct shampoo for hair type. (requires parent's input)
13. Rinses hair thoroughly after shampooing.
14. Combs or brushes hair regularly.
15. Uses lotion on skin as needed.
16. Brushes teeth at least twice daily.
17. Flosses teeth regularly.
18. Blows nose when needed (with a tissue).
19. Properly disposes of tissue after use.
20. Covers mouth when sneezing and coughing.
21. Does not drink after a sick person.
22. Washes face thoroughly as needed.
23. Correctly stores hearing aids when not in use.
24. Cares for glasses or contacts.
25. Keeps finger nails clean and trimmed.
26. Keep toenails clean and trimmed.

27. Keeps a supply of all personal items.

II. Etiquette

A. *Used When Eating*

1. Washes hands before meals.
2. Waits patiently for food.
3. Identifies the names of foods.
4. Identifies various eating utensils and their use.
5. Uses appropriate eating utensil correctly.
6. Closes mouth while eating and chews appropriately.
7. Chooses appropriate mouth size portions.
8. Eats at a moderate pace and does not gorge.
9. Identifies which foods can be eaten with hands.
10. Tastes foods before seasoning.
11. Applies seasoning/condiments correctly.
12. Passes seasonings/condiments correctly.
13. Tries a variety of foods.
14. Uses napkin correctly.
15. Serves self when appropriate.
16. Takes proper portion for plate.
17. Eats as a family unit when appropriate.
18. Demonstrates acceptable behavior while at the table.
19. Uses appropriate conversation at the table.
20. Excuses self after having burped.
21. Exhibits proper behavior in a public restaurant.
22. Asks to be excused from the table.

23. Pushes chair in after meals.
24. Shares in clean up duty.
25. Offers to help clean up when eating at another cottage or when at a friend's home.

B. Used When Interacting With Others

1. Excuses self when bumping into others
2. Does not eavesdrop on others conversation
3. Taps others lightly on the shoulder to get their attention
4. Does not stare at others
5. Demonstrates the use of “please” and “thank you”
6. Politely interrupts when others are talking
7. Excuses self when walking in front of others
8. Ends conversation
9. Enters into others’ conversations appropriately
10. Assists others who might need or want help

III. Home Living (Independent)

A. Home Maintenance

Bedroom

1. Keeps toys put away after use
2. Makes bed properly
3. Keeps valuables locked up
4. Keeps own closet neat
5. Cleans own drawers regularly
6. Cleans own room regularly

Bathroom

1. Shares responsibility of cleaning sink

2. Shares responsibility of cleaning tub/shower
3. Shares responsibility of cleaning toilet
4. Shares responsibility of cleaning mirrors
5. Rotates towels and washes clothes regularly.
6. Organizes own toiletries.

Kitchen

1. Cleans kitchen after use
2. Cleans up spills in the kitchen
3. Correctly washes dishes by use of a dish washing machine
4. Correctly washes dishes by hand
5. Correctly dries dishes
6. Thoroughly washes pots and pans
7. Correctly stores dishes
8. Correctly cleans out refrigerator

General Cleaning and Cottage Responsibilities

1. Shares in cottage work responsibilities
2. Shows respect for furniture
3. Takes out cottage trash when needed or asked
4. Dusts furniture correctly
5. Identifies cleaning supplies and uses them correctly
6. Sweeps floors correctly
7. Mops floors correctly
8. Cleans up any broken items
9. Uses vacuum correctly
10. Correctly stores all cleaning supplies and equipment

Cooking, Kitchen and Grocery Skills

1. Follows kitchen safety.
2. Identifies foods by name (signed or finger spelled).
3. Correctly uses microwave - no aluminum, etc.
4. Demonstrates knowledge of which foods are to be kept refrigerated.
5. Demonstrates knowledge of which foods are to be kept frozen.
6. Explains reasons why proper cooking and storage of foods are important. (Basic description)
7. Can prepare sandwiches and simple snacks
8. Can prepare cold foods correctly
9. Keeps kitchen area clean as food preparation progresses
10. Puts food away and cleans up kitchen after use
11. Demonstrates an understand of the following words:
 - Refrigerate after opening
 - Combine
 - Shake well
 - Let stand
 - Beat
 - Stir
 - Blend
 - Mix well
 - Mix
 - Fold in
 - Boil
 - Simmer
 - Room temperature
 - Thicken
 - Bring to a boil
 - Finely chop
 - Broil
 - Until brown
 - Knead
 - Set aside
 - Greased pan
 - Preheat
 - Let cool
 - Med heat
 - Ungreased pan
 - Low heat
 - Keep frozen

IV. Money Management

A. Basic Money Skills

1. Demonstrates knowledge of different money values
 - Penny
 - Nickel
 - Dime
 - Quarter

- Dollar
- 2. Adds coin amounts to a dollar correctly.
- 3. Subtracts coin amounts to a dollar correctly
- 4. Adds a combination of coin and dollar amounts to five dollars correctly
- 5. Subtracts a combination of coin and dollar amounts to five dollars correctly
- 6. Student matches amount of item to be purchased with correct amount of money
- 7. Student waits for change when appropriate
- 8. Student differentiates between various items' values (a car costs) more than a bike

B. Banking

1. Student identifies bank.
2. Student is familiar with bank use.
3. Student states reasons people use banks (ex. People keep their money in banks mostly for protection: fires, theft, lose, etc.).

C. Budgeting

1. Student saves a small amount of money each week.
2. Does not borrow or beg for money.
3. Explains the importance of saving money

D. Consumerism

1. Student differentiates between luxury (wants) and necessity (needs).

E. Taxes

1. Student understands that taxes will be added to the price.

F. Insurance

= To be addressed in the Middle School/High School Curriculums =

V. Community Awareness

A. Telephone Use

1. Student responds to ringing phone / light on phone.
2. Student places phone properly on the TDD.
3. Student turns TDD on/off correctly.
4. Student types on TDD correctly - does not abuse machine.
5. When answering or making a TDD call, the student immediately identifies themselves to the caller.
6. Student is polite to callers and uses proper phone manners.
7. Student waits patiently for a response.
8. Student is courteous to others waiting for the phone
9. Hard of hearing students use proper voice control while on the telephone.
10. Student correctly uses TDD common abbreviations: GA, Sk, Q

B. Video Phone Use

1. Student properly answers the video phone using the remote
2. Student understands how to use Video Relay Service interpreters.
3. Student uses contact list to find a number.
4. Student can adjust video orientation manually or by using the remote
5. Student is courteous to others waiting for the phone

C. Information Signs

Public Information Signs

1. Student has been exposed to various informational signs. For example:
 - Restroom
 - Ladies/Gentleman
 - Men/Women
 - Boys/Girls
 - In/Out
 - Enter/Exit
 - Push/Pull
 - Open/Closed
 - Trash
 - Step up/Step down
 - Sale
 - Men Working
 - Construction
 - Lost and Found
 - Please be seated
 - Employees Only
 - Help Wanted
 - Pay Here
 - Police Department
 - Fire Department
 - First Aid Station
 - Vacancy
 - Ramp
 - Camping
 - Phone/Telephone

Caution/ Warning Signs

1. Student has been exposed to a variety of caution/warning signs. For Example:

- Poison
- No Swimming
- No Diving
- No Fishing
- Do Not Feed the Animals
- No Smoking
- Private
- Do Not Touch
- Do Not Remove
- Authorized Personnel Only
- Swim at Your Own Risk
- Shirt and Shoes Required
- Wet paint
- Wet Floor
- Flammable
- Caution- Hot
- Out of Order
- RR Crossing
- Fragile
- Danger – High Voltage
- No Trespassing
- No Loitering
- No Pets
- No Hunting
- Keep Out
- No Dumping
- No Visitors
- Beware of Dog
- Warning (Flashing Light)
- Fire Door
- Emergency Exit Only
- Slippery When Wet
- Danger – Polluted Water
- Watch Your Step
- Explosives
- Shoplifters Will Be Prosecuted
- Trespassers Will Be Prosecuted

Road Signs

1. Student follows oral (signed) directions to a destination on campus.

2. Student follows and/or explains a variety of road signs. For Example:

- Stop
- Walk
- Don't Walk
- Pedestrian Crossing
- One Way
- Dead End
- Do Not Enter
- Speed Limit
- No Parking
- Handicapped Parking Only
- Quiet – Hospital Zone
- Deaf Children in Area
- Reserved
- Rest Area
- Yield
- Men Working
- Exit number for their home or area off the interstate
- Reduce Speed Ahead
- Slow – School Zone
- Construction Ahead
- Loading Zone
- Blasting Zone
- Railroad Crossing
- Student Driver
- Falling Rocks
- Welcome Center
- Next Right/Next Left
- Motor Cycle Parking Only
- Detour
- Yield to Pedestrians
- Ice on Bridge
- Mileage Markers

D. Deaf Awareness

Devices for Deaf People

1. Student can explain how deaf people use the following devices:

- Smoke/fire/tornado alarm lights
- Telephone lights
- Doorbell lights
- TDD/TTY
- Video Phone
- Amplifier (phone)
- Alarm lights/vibrators
- Sound detectors
- Hearing ear dogs
- Cell phones

Interpreters

1. Student knows the role of an interpreter

D. TSD Community

Buildings

1. Student identifies the location of each of the following buildings:

- The Ward Building
- Dining hall (Cafeteria)
- Elementary School
- Middle School
- High School
- Maintenance
- Student Union Building
- Clinic
- Old Gym
- Akin Gym
- Elementary Cottages
- Middle School Cottages
- High School Cottages
- Guest Cottage

2. Student identifies the location of the following departments:

- Library
- Cottage Study Center
- Guidance Counselors' offices
- The office of the Superintendent
- The office of the Director of Instruction
- The office of the Director of Student Living
- Audiologist's office
- Social Workers' office
- Vocational Rehabilitation office
- Information and Security Center (ISC)

People

1. Student identifies each of the following people that work at TSD:

- Superintendent
- Supervisor of Clinic

- Director of Instruction
- Director of Student Living
- Principal of Elementary School
- Elementary Dean
- Supervisor of his/her Cottage
- Cottage staff in his/her Cottage
- Names of his/her teachers
- Librarian
- Elementary Guidance Counselor
- Supervisor of the SUB
- Supervisor of REC
- Principal of Middle School
- Middle School Dean
- Supervisor of his/her Cottage
- Cottage staff in his/her Cottage
- Names of his/her teachers
- Audiologist
- Middle School Guidance Counselor
- Supervisor of Athletic Dept
- Communication specialist/interpreter
- Supervisor of the SUB
- Supervisor of the Cafeteria
- Supervisor of Security
- Director of Comprehensive Educational Resource Center (CERC)
- Director of Business Affairs
- Dir. Of Security, Staff Development, and Safety
- Principal of High School General Program
- Principal of High School Vocational Technical Program
- High School Dean
- Supervisor of his/her Cottage
- Cottage staff in his/her Cottage
- Names of his/her teachers
- Supervisor of Cottage Study Center (CSC)
- High School Guidance Counselor
- Director of Transportation and Buisness

TSD Chain of Command

1. Student states the chain of command in his/her cottage (Assistant Supervisor, Supervisor, Dean.)

Group Awareness

1. Student names the following groups on campus:

Racial groups

- Native American
- Hispanic
- Oriental
- White
- African American

Handicapped/Disabled

- Autism
- Deaf/Blind
- Deafness
- Wheelchair Confined

2. Student explains the importance of treating others with respect no matter their race, religion, or handicap.

VI. Community Living

A. Stores

1. Student identifies the appearance and use of various stores. For Example:

- shoe
- department
- grocery
- hair care

- pet store
- bakery
- sporting goods
- toy
- bookstore
- hardware
- clothing

- hearing aid store
- eye glasses store
- jewelry
- furniture
- florist
- discount/wholesale
- pharmacy

B. Restaurants

1. Keeps vocalization low and eats without making unnecessary noises
2. Uses proper utensils when eating
3. Student keeps signs at a normal intensity/ does not exaggerate signs
4. Seeks help with ordering when needed
5. Orders food with minimal assistance
6. In a fast food restaurant, student cleans up table when finished eating

C. Transportation

Local/in Town Buses

Airplanes

Traveling (general)



= These areas to be addressed in the Middle School and High School Curriculums =

1. Demonstrates conservative luggage packing
2. Plans wardrobe for trip
3. Correctly packs pants, shirts, dresses, and skirts for minimal wrinkling

D. Natural Environment

1. Student demonstrates respect for natural environment and explains the importance of keeping it clean.
2. Demonstrates respect for buildings.
3. Explains importance of not littering
4. Shows compassion for animals

5. Student explains the importance of recycling items.

E. Leisure

Recreational

1. Explains the importance of exercise
2. Exercises as a use of leisure time
3. Student has been exposed to various activities. For Example:
 - bike riding
 - hiking
 - bowling
 - board games
 - Frisbee
 - basketball
 - football
 - baseball
 - swimming
 - volleyball
 - sewing
 - cooking
 - pool (billiards)
 - golf
 - badminton
 - ice/roller skating
 - soccer
 - running/jogging
 - computer
 - woodworking
 - needlework
 - dancing
 - reading
 - croquet
 - ping-pong

Cultural/ Educational

1. Student has attended various activities while at TSD. For Example:
 - The Ballet
 - Art Festival
 - Nature Center
 - Zoo
 - Local Historical sites
 - Candy factory, shops, and galleries
 - Children's dance ensemble
 - Theater
 - Museums

Social

1. Student identifies each of the following as social events or activities and explains/demonstrates the proper behavior for each of them:
 - Parties (formal and casual)
 - Sporting events (as a spectator and participant)
 - Banquets
 - Meal time with a friend

Entertainment

1. Student identifies each of the following activities as options for use of his/her leisure time.

2. Student has been exposed to various activities while at TSD. For Example:

- Picnics
- Shopping malls
- Sporting events (as a spectator)

VII. Public Services

A. Government Supported

1. Student recognizes and states function of various public services. For Example:

- Post Office
- Public Health Department
- Fire Department
- State Police Department
- National Guard
- Armed Forces
- Historical Monuments
- Animal shelter
- Museums
- Public Schools
- Court House (City/County)
- Public Library
- Police Department (City/County)
- The National Weather Bureau
- Social Security Office
- Department of Human's Services
- Department of Children's services
- Employment Office
- Family Planning
- Unemployment Office
- Vocational Rehabilitation
- Welfare Department
- The University of Tennessee
- Chamber of Commerce

B. Independently Run

1. Student states the function of various public services.

2. Student states how he/she could use each of the following public services.

3. Student has had the opportunity to visit various public services. For Example:

- Nursing Homes
- Hospitals
- YMCA/YWCA
- Media (TV/Radio/Newspapers)
- Airports
- Council for the Blind
- Bus Stations
- Salvation Army
- Train Stations
- Clubs/Organizations
- Girl/Boy Scouts
- Lions Club
- Shriners
- Masons
- Medic or other blood banks
- Homeless Shelters
- Red Cross
- Family Crisis Center
- Credit Unions
- Clubs/Organizations
- Optimist Club
- United Way
- Rotary Club
- Kiwanis Club

VIII. Work Habits

A. Cottage Related

1. Student cooperates with counselors in the cottage.
2. Student shares in job responsibilities of cottage.
3. Student thoroughly completes daily cottage duties.
4. Student shows pride in work completed.
5. Student keeps personal space clean.
6. Student volunteers to help when no reward is offered.
7. Student accepts and handles added responsibilities.
8. Student is on time to leave for school.
9. Student is on time for meals.
10. Student is on time to go to the clinic (for regular medication).
11. Student keeps clinic pass in good condition.
12. Student demonstrates good study habits.
13. Student cooperates with other students.
14. Student knows ways to handle stressful situations.
15. Student expresses self calmly when discussing a problem.
16. Student works well independently.
17. Student follows chain of command when voicing a complaint.

B. Job Related

General

1. Student is able to tell time. (regular clock as well as digital)
2. Student demonstrates an understanding of the U.S. monetary system.

Job Seeking Skills

= To be addressed in the Middle School/High School Curriculums =

IX. Family Living

A. Physical Understanding

1. Student names own body parts without embarrassment.
2. Student explains the word respect.
3. Student shows respect for own body.
4. Student shows respect for other peoples' bodies.
5. Student requires that others show respect toward him/her.
6. Student explains “good touching” vs. “bad touching”.
7. Student uses acceptable and appropriate vocabulary when conversing with others.
8. Student shows an understanding of appropriate body language in social situations.
9. Student recognizes own physical abnormalities.
10. Student explains “peer pressure”.
11. Student explains how peer pressure affects him/her.

Self-Awareness

1. Identifies self as male or female
2. Accepts consequences of his/her actions
3. Accepts that he/she has many different emotions
4. Can identify and express which emotions he/she might be feeling using an emotional/feelings

vocabulary including:

- | | |
|-------------|--------------|
| • Happy | • Envy |
| • Angry | • Frustrated |
| • Sad | • Joyful |
| • Depressed | • Fear |
| • Mad | • Tense |
| • Love | • Hate |
| • Excited | • Nervous |
| • Jealous | • Confused |
| • Upset | • Eager |

Dating



= These areas to be addressed in the Middle School
and High School Curriculums =

Pre-Marriage

Marriage

Child Care

X. Substance Abuse

= To be addressed in the Middle School/High School Curriculums =

XI. First Aid and Safety

A. First Aid

1. Keeps foreign objects out of ears
2. can explain to others what he/she is allergic to
3. Identifies proper amount of daily medication
4. Can explain importance of medical check ups
5. Student cleans own small cuts
6. Student applies Band-Aids to own small cuts
7. Student protects self from sunburn
8. Student cares for own sunburn
9. Student cares for own insect bites
10. Student can describe or communicate his/her symptoms

B. Safety

Personal

1. Student can write down his/her full name.
2. Student can write down his/her school name.
3. Student can write down his/her cottage number.
4. Student can write down teacher and counselors' full names.
5. Student can write down his/her home address.
6. Student can write down his/her home phone number.

7. Student can write down parent(s) full name.
8. Student does not talk to strangers.
9. Student explains what to do if lost
10. Student explains why he/she should not accept gifts or candy from strangers.
11. Student explains the difference in good touch and bad touch.
12. Student explains why he/she should not ride in a car with strangers.
13. Student explains why he/she should never let a stranger touch them.
14. Student names adults that he/she could go to if something bad were to happen to them.
15. Student explains why he/she should never approach stray or wild animals.

Home

1. Student lists cottage rules - no horse playing, no hitting, etc.
2. Student explains fire drill procedures.
3. Student follows fire drill procedures calmly and quickly.
4. Student explains tornado drill procedures.
5. Student follows tornado drill procedures calmly and quickly.
6. Student explains what to do in case of a power failure.
7. Student explains what the 911 number is.
8. Student explains who to call in case of a fire.
9. Student explains who to call in case of a serious accident in the home.
10. Student explains who to call if someone has broken into their home
11. Student explains what to do if home alone and a stranger knocks on the door
12. Student explains why he/she should not play in objects such as refrigerators, lockers, washing machines, dryers etc.

Pedestrian/Street

1. Student always looks both ways before crossing the street.

2. Student walks on the sidewalk – not in the street.
3. Student waits on the sidewalk for cars to pass – does not run out in front of cars.
4. Student crosses the street at the corner – not in the middle of the block.

Bicycle

1. Student always wears a helmet when riding a bicycle.
2. Student rides bike on street or bike routes.
3. Student obeys all traffic signals.
4. Student explains the importance of reflectors on a bike.
5. Student explains importance of wearing light colored clothing if riding at night.
6. Student uses hand signals correctly.
7. Student walks bike across intersections.
8. Student keeps both hands on handlebars when riding.
9. Student does not let other students ride on handlebars.
10. Student reports any bike problems to counselor (bad brakes, loose handlebars, low tires, etc.)
11. Student is responsible for own bike - does not leave it outside.
12. Student yields the right of way to pedestrians.
13. Student is always alert and watching for cars when riding a bicycle.

Water

1. Student explains the importance of being able to swim.
2. Student can swim in a pool.

Road

= To be addressed in the High School Curriculum =

XII. Legal Awareness

= To be addressed in the High School Curriculum =