

## High School Cottage Curriculum

### I. Personal Health and Hygiene

#### *A. Nutrition*

= To have been completed in the Elementary/Middle School Curriculums =

#### *B. Personal Care*

= To have been completed in the Elementary/Middle School Curriculums =

#### *C. Personal Hygiene*

1. A wash face thoroughly as needed / cares for acne problems
2. Uses foot spray or powder as needed.
3. Keeps feet clean.
4. Does not lend nor borrow germ-carrying items.
5. Uses deodorant daily
6. Keeps a supply of all personal items

#### Male

1. Keeps face shaven neatly.
2. Keeps beard or mustache neat.

#### Female

1. Correctly uses makeup (not to excess)
2. Takes makeup off at the end of each day
3. Keeps nail polish looking neat
4. Keeps under-arms shaven
5. Keeps legs shaven
6. Monitors menstrual cycle
7. Cares for body during menstruation

8. Disposes of menstrual supplies properly
9. Identifies if menstruation is irregular
10. Deals with possible emotional flux (PMS) before/during menstruation
11. Names foods to avoid prior to menstruation

## **II. *Etiquette***

### **A. *Used When Eating***

= To have been completed in the Elementary Curriculum =

### **B. *Used When Interacting With Others***

= To have been completed in the Elementary/Middle School Curriculums =

## **III. Home Living (Independent)**

### **A. *Home Maintenance***

Bedroom

= To have been completed in the Elementary Curriculum =

Bathroom

= To have been completed in the Elementary Curriculum =

Kitchen

= To have been completed in the Elementary Curriculum =

General Cleaning and Cottage Responsibilities

= To have been completed in the Elementary Curriculum =

### **B. *Cooking, Kitchen and Grocery Skills***

1. Prepares a complete meal without adult assistance
2. Prepares a practice shopping list as if going to the grocery store
3. Plans nutritiously balanced weekly menu
4. Plans menu in accordance with set budget

5. Lists necessities on shopping list
6. Knows how to find/use coupons and sales to save money

## **IV. Money Management**

### ***A. Basic Money Skills***

= To have been completed in the Elementary/Middle School Curriculums =

### ***B. Banking***

1. Student compares check book balance to bank statement and deals with discrepancy.
2. Student uses a banking vocabulary:
  - Check
  - Overdrawn
  - Deposit
  - Bounced check
  - Check register
  - Insufficient funds
  - Withdrawal
  - ATM/Debit Card
3. Student demonstrates knowledge that money must be in the bank before writing checks.
4. Student correctly fills out deposit and withdrawal forms.
5. Student carries ID when cashing a check.
6. Student explains the importance of a savings account.
7. Student explains the term “loan”.
8. Student explains the term “interest”.
9. States reasons people seek loans – car, house, school, etc.
10. Names places where people can get loans.
11. Explains the responsibilities of a 24 hour bank card.
12. Explains the use of the bank 24 hour machine and understands that the balance on the receipt is not always the accurate balance in the account.
13. Explains the use and responsibilities of credit cards.

14. Fills out a sample credit card application.

### ***C. Budgeting***

1. Plans a monthly budget
2. Stays on a monthly budget.
3. Given a list of bills, student can budget money for a month.
  - Rent
  - Electricity
  - Food
  - Clothing
  - Phone
  - Transportation
  - Water
  - Leisure

### ***D. Consumerism***

1. Student shops comparatively – shops several stores to compare prices before making a purchase.
2. Student explains the use of advertising ploys
3. Student only buys what he/she really needs.
4. Student does not buy just because something is on sale.
5. Student mails money safely – does not send cash.
6. Student explains channels to follow when not satisfied with a product – Better Business Bureau.
7. Student explains Better Business Bureau.
8. Student states advantages/disadvantages of wholesale outlets.

### ***E. Taxes***

1. Student explains who pays for SSI.
2. Student explains reasoning behind SSI.
3. Student has practiced filling out a federal tax return.

### ***F. Insurance***

1. Student explains what insurance is required in his state (TN - auto)

2. Student explains the term “premium”.
3. Student explains how and why insurance rates might increase (# of accidents, age, etc.).
4. Student explains what insurance is optional (medical, life, renters/homeowners, etc.)
5. Student explains how to get information about making a claim
6. Student explains the use of Medicaid/Medicare/TennCare.

## **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

### ***A. 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
6. Student knows high speed internet is required to run a Video Phone

## ***B. Information Signs***

= To have been completed in the Elementary/Middle School Curriculums =

## ***C. Deaf Awareness***

### Devices for Deaf People

1. Student names places where the following items may be purchased.
2. Student names places where the following items may be repaired.
3. Student gives an approximate price of each of the following items.
  - Smoke/fire alarm lights
  - Amplifier (phone)
  - Telephone lights
  - Alarm lights/vibrators
  - Doorbell lights
  - Sound detectors
  - TDD/TTY/VP
  - Hearing ear dogs

### Organizations / Agencies for the Deaf

1. Student explains the following organizations and their purposes:
  - NAD (National Association for the Deaf)
  - TAD (Tennessee Association for the Deaf)
  - RID (Registry of Interpreters for the Deaf)
  - KCD (Knoxville Center of the Deaf)
  - KCTAD (Knoxville Chapter of TAD)
  - NCLD (National Center for Law and the Deaf)
  - NBDA (National Black Deaf Advocates)
2. Student states where there are churches in Knoxville with a deaf ministry.
3. Student states the local agencies/organizations for deaf people in his/her home community.
4. Student states the role of Vocational Rehabilitation (VR).

### Interpreting Services

1. Student states where to find an interpreter (Local Interpreting Services)
2. Student states the varying degrees of interpreters' skills (degree, certified, etc.).
3. Student explains the interpreter's rights and ethics
4. Student explains what to do if not satisfied with an interpreter.

5. Student explains who pays for an interpreter's service in varying situations.

### **A. TSD Community**

#### Buildings

= To have been completed in the Elementary/Middle School Curriculums =

#### People

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

- Superintendent
- Director of Instruction
- Director of Student Living
- Principal of Elementary School
- Elementary Dean
- Middle School Dean
- High School Dean
- Librarian
- Elementary Guidance Counselor
- Supervisor of REC
- Principal of Middle School
- Audiologist
- Middle School Guidance Counselor
- Supervisor of Athletic Dept
- Communication specialist/interpreter
- Supervisor of Clinic
- 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
- Supervisor of Cottage Study Center (CSC)
- High School Guidance Counselor
- Director of Transportation and Business

#### TSD Chain of Command

1. Student states the chain of command in his/her own cottage.
2. Student states chain of command in his school.
3. Student states the chain of command in the TSD administration.

#### Group Awareness

= To have been completed in the Elementary/Middle School Curriculums =

## **VI. Community Living**

### **A. Stores**

1. Student identifies various retail opportunities in store or online
2. Student understand how to shop online safely

## ***B. Restaurants***

= To have been completed in the Elementary/Middle School Curriculums =

## ***C. Transportation***

### Local/in town Buses

1. Student identifies a local bus stop
2. Student explains how to ride a local bus
3. Student explains a daily bus schedule

### Commercial Bus Line

1. Student is aware of the opportunity to use a Mega Bus for travel

### Airplane

1. Student explains how to buy an airline ticket in person or electronically
2. Explains airline early reservation deals.
3. Can find a given gate at the airport.
4. States if he/she would like a window or aisle seat on the plane.

### Traveling (general)

= To have been completed in the Elementary/Middle School Curriculums =

## ***D. Natural Environment***

= To have been completed in the Elementary/Middle School Curriculums =

## ***E. Leisure***

### Recreational

1. Explains importance of exercise
2. Exercises as a use of leisure time
3. Student has been exposed various activities. For Example:
  - bike riding
  - hiking
  - bowling
  - swimming
  - volleyball
  - sewing
  - running/jogging
  - computer
  - woodworking



- board games
- frisbee
- basketball
- football
- baseball
- cooking
- pool
- golf
- badminton
- ice/roller skating
- soccer
- needlework
- dancing
- reading
- croquet
- ping-pong

4. Student chooses an activity to fill leisure time.

#### Cultural/ Educational

1. Student identifies the following activities as options for field trips.
2. 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

= To have been completed in the Elementary/Middle School Curriculums =

#### Entertainment

= To have been completed in the Elementary/Middle School Curriculums =

## VII. Public Services

### *A. Government Supported*

1. Student recognizes and can state the function of various public services. For Example:
  - Post Office
  - Public Health Department
  - Fire Department
  - State Police
  - National Guard
  - Armed Forces
  - Historical Monuments
  - Animal shelter
  - The National Weather Bureau
  - Social Security Office
  - Department of Human Services
  - Department of Children services
  - Employment Office
  - Family Planning
  - Unemployment Office
  - Vocational Rehabilitation

- Museums
- Public Schools
- Court House (City/County)
- Public Library
- Police Department (City/County)
- Welfare Department
- The University of Tennessee
- Chamber of Commerce

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

***B. Independently Run***

1. Student recognizes and can state the function of 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***

= To have been completed in the Elementary/Middle School Curriculums =

***B. Job Related***

General

1. Student demonstrates the ability to set priorities so that tasks (including homework) are completed on time.
2. Student names jobs that require postgraduate work (doctor, lawyer, etc.).
3. Student names jobs that require special training (welding, dental hygienist)
4. Student names places/services where he/she can get training for jobs.
5. Student names places that can help find employment.

6. Student identifies places that charge a fee to find jobs.

### Job Seeking Skills

1. Student asks for job applications.
2. Student can fill out a job application correctly.
3. Student understands jobs that he/she applies for.
4. Student understands skills required for job he/she applies for.
5. Student completes a mock interview with cottage staff.
6. Student dresses appropriately for job interviews.
7. Student shows proper respect and attitude during an interview.
8. Student completes activities dealing with job seeking skills.

### On the Job Skills

1. Student demonstrates knowledge of evaluation procedures.
2. Student explains how to be promoted within the work unit.
3. Student explains how an employee is fired (reason, procedures).
4. Student explains job benefits and pay.
5. Student states current minimum hourly wage.
6. Student explains difference between gross pay and net pay.

## **IX. Family Living**

### ***A. Physical Understanding***

1. Student explains what a gynecologist is.
2. Student explains importance of females seeing a gynecologist (wellness, abnormalities, cancer, etc.)
3. Student explains the meaning of birth control.
4. Student explains where to get various means of birth control.
5. Student makes informed decisions for self.

## Self-Awareness

1. Explains what he/she values – family, money, etc.
2. Sets personal goals for self
3. Names skills he/she would like to acquire.

### ***B. Dating***

1. Student explains illegal sexual activity (age 12 with age 18, etc.)
2. Student explains how to get out of a potentially dangerous dating situation (say no or get help)
3. Student describes "clues" to a dangerous dating situation.
4. Student explains the meaning of "Date Rape".
5. Student explains his/her rights in a dating situation.
6. Student states what is important to him/her in a relationship (communication companionship, friendship, etc.)
7. Student explains how a person should treat a boyfriend/girlfriend.
8. Student explains importance of showing socially acceptable behavior in public with a date.
9. Student names sources of help for people who have been abused.
10. Student lists ways to deal with peer pressure concerning sex.
11. Student identifies own feelings, opinions, and beliefs concerning sex.
12. Student explains how clothes can relay images of a person.
13. Student explains the importance of respecting other peoples' values.

### ***C. Pre-Marriage***

1. Student explains the responsibility of a serious relationship.
2. Student explains loyalty and relationships.
3. Student explains commitment and relationships.
4. Student explains why it is important to be friends before marriage.
5. Student explains the importance of open communication.

6. Student names similar interests he/she might have with a spouse.
7. Student explains why it would be important for couples to do things together.
8. Student explains the importance of getting to know a person before marriage.
9. Student explains why a couple's personalities are important.
10. Student explains how a married couple might best solve conflicts.
11. Student explains how his/her spouse might solve a crisis situation.
12. Student explains how a couple might handle their money.
13. Student explains the characteristics he/she would like in a spouse and why.
14. Student can accept own mistakes.
15. Student forgives others of mistakes.
16. Student explains the importance of sharing.
17. Student explains the importance of giving your spouse support when needed.
18. Student explains how people might feel pressured into getting married.
19. Student explains how friends might influence a person to marry.
20. Student names reasons he/she might marry- companionship/ love/ intimacy, etc.
21. Student lists reasons not to marry - friends are doing it, to get out of the house, pregnancy, etc.
22. Student explains why couples should discuss how many (if any) children they might want before they get married.

#### ***D. Marriage***

1. Student names the preliminaries of getting married (license)
2. Student states the legal age a couple must be to marry in Tennessee.
3. Student states persons who can perform the marriage ceremony (Justice of the Peace, minister/priest).
4. Student lists types of weddings (large, small, church, outside, etc.)
5. Student explains possible wedding expense.
6. Student explains what is involved in finding a place to live (space, rent, area, etc.)

7. Student explains the expense of setting up a new or joint home (furniture, appliances, phone, rent, utilities, linens, dishes)
8. Student explains the importance of budgeting funds in a marriage.
9. Student explains how he/she feels the home responsibilities should be divided within a marriage.
10. Student explains how he/she would solve problems with in-laws.
11. Students explain why couples should set up long term financial plans.
12. Student explains how to get help for marital problems.
13. Student explains the importance of private time within a marriage.
14. Student explains the importance of giving a mate his/her own private time or friend time.
15. Student explains the meaning of compromise.
16. Student explains what "love" means to him/her.
17. Student explains ways a spouse can make a mate feel loved.
18. Student explains disadvantages of marriage - limited freedom, more responsibility, etc.
19. Student explains the importance of a joint decision about having children.
20. Student explains the financial responsibilities of a child.
21. Student explains the time restrictions with having children.
22. Student explains the expense of having a baby (Dr, hospital, diapers)
23. Student explains what to do if abused by spouse - physical or mental abuse.
24. Student explains situations that might cause stress/tension in a marriage.

### ***E. Child Care***

1. Student describes pre-natal care.
2. Student explains miscarriage.
3. Student explains what to do once a miscarriage has occurred.
4. Student explains the meaning of premature.
5. Student explains the effects of smoking while pregnant.
6. Student explains the effects of alcohol on an unborn baby.

7. Student lists various ways to give birth (natural childbirth, using anesthesia, mid-wife, hospital).
8. Student explains the responsibilities of having a baby.
9. Student describes how a child can change a marriage.
10. Student explains the financial responsibilities of children.
11. Student explains the life style changes that occur once a baby is born (limited free time, time away from work, etc.).
12. Student explains the medical needs of a baby.
13. Student explains the importance of nutrition and young children.
14. Student explains the importance of finding a good day care center or baby sitter.
15. Student explains the responsibilities of a baby sitter.
16. Student explains the importance of supervision with young children.
17. Student explains the importance of financially planning for a child's future.
18. Student explains the importance of feeling loved to a child's development.
19. Student names childhood illnesses (mumps, measles, chicken pox, etc.)
20. Student explains the importance of careful toy buying for young children.
21. Student explains how to make children more independent.
22. Student explains how adults' behavior effects a child's behavior.
23. Student explains where to get help if self or spouse is an abuser.

## **X. Substance Abuse**

1. Student explains things that he/she could do instead of using drugs or alcohol.
2. Student explains "drug testing".
3. Student explains how drug testing could affect him/her in the future- jobs
4. Student explains what he/she would do if a friend tried to get him/her to try drugs/alcohol.
5. Student explains how he/she would help themselves or a friend who is addicted to drugs and/or alcohol.

## **XI. First Aid and Safety**

### **A. First Aid**

1. Student recognizes when injuries require medical attention.
2. Student remains calm in emergency situations.
3. Student reacts appropriately in emergency situations.
4. Student seeks correct medical personnel for help.
5. Student explains expense differences of clinics, health department, MD in private practice.
6. Student explains service differences of clinics, health department, MD in private practice.
7. Student explains how to find a doctor.
8. Student explains how to make an appointment with a doctor.
9. Student explains the importance of medical insurance.
10. Student explains - Medic Alert.
11. Student can explain the following words:
  - Daily
  - Capsule
  - Tablet
  - Prescription
  - Non-prescription
  - Over the counter medication

Student can recognize dangerous chemicals. For Example:

- Caustic
- Corrosive
- Lethal
- Toxic
- Ammonia

### **B. Safety**

Personal/Computer

1. Student understands how to stay safe while using the internet and social websites

Home



1. Student explains how to protect their home from thieves if going on a trip, ask a friend to pick up the mail, leave some lights on, lock up windows, etc.
2. Student explains why it is important to lock up the house when leaving.

#### Pedestrian/Street

1. Given a number of potentially dangerous situations, student explains how he/she would react in order to be safe.
2. Student explains why it is important when walking alone to walk with confidence.

#### Bicycle

= To have been completed in the Elementary Curriculum =

#### Water

= To have been completed in the Elementary/Middle School Curriculums =

#### Road

1. Student explains the use of flashers on a car.
2. Student explains what to do if your car breaks down on the road.
3. Student explains the dangers of picking up hitchhikers.
4. Student understands how to change a tire
5. Student explains what to do if car is out of gas.
6. Student explains how to decide whom to trust when car is broken down.
7. Student explains what to do if a person on the road tries to get them to pull over.
8. Student explains that if it is necessary to walk on the road, walk facing traffic to make it harder for someone to stop to harass them and so that traffic can see them (and be seen) as it approaches.
9. Student explains the importance of having a flashlight in the car.
10. Student explains what to do if stranded in a car during severe weather.
11. Student names emergency equipment that should be in a car including:
  - Flashlight
  - Spare tire

- Tire jack
- Tools
- Blanket
- Snow scraper
- Jumper cables

12. Student explains what to do if he/she is lost-who to ask for help.

13. Student explains what to do in case of a car accident:

- Do not move the vehicle
- Call the police
- Call ambulance for injured persons
- Exchange insurance company names and numbers
- Get the other person's name, address, and license number

## **XII. Legal Awareness**

### ***A. Basic Rights and Laws***

1. Student explains who makes laws.
2. Student participates in activities that require voting.
3. Student explains the importance of voting.
4. Student states the legal age to vote in the United States.
5. Student explains how voting effects his/her life.
6. Student explains where one goes to register to vote.
7. Student explains where he/she would go to vote.
8. Student explains how to decide on who to vote for in an election.
9. Student explains how he/she can participate in changing cottage or school rules.
10. Student explains how to take part in state and national law making.
11. Student explains his/her rights concerning education (Public Law 94-142)
12. Student explains how to file a complaint or grievance in the cottage.
13. Student explains his/her rights concerning housing.
14. Student explains his/her rights concerning employment.
15. Student explains the word "discrimination".

16. Student explains “NAACP”.
17. Student explains his/her rights if arrested.
18. Student explains his/her rights concerning property.
19. Students explains a “victim's rights”.
20. Student explains the following offenses and the consequences of each:
  - Assault/battery
  - Breaking and entering
  - Arson
  - Sexual assault
  - Forgery/fraud
  - Perjury
  - Drug trafficking
  - Accessory
  - Auto theft
  - Statutory rape

***B. Responsibility Concerning Law***

1. Student explains how crimes such as shoplifting affect him/her.
2. Student explains the purpose of support groups and Neighborhood Watch groups.

***C. The Justice System***

1. Student names the following courts:
  - Juvenile
  - Traffic
  - Civil
  - Criminal
2. Student explains the difference between juvenile and adult court
3. Student explains jury duty and the responsibility of serving.
4. Student describes what happens when a person is arrested.
5. Student explains what a police record could mean to a person's future.
6. Student explains the following terms:
  - Bond
  - Subpoena
  - Paying bail

- Witness
  - Contempt of court
  - Confession
  - Lawsuit
  - Guilty/not guilty
7. Student explains how courts might help them (sue someone, get a divorce).
  8. Student explains why it is important to be respectful in court.
  9. Student explains how a person should dress if going to court.
  10. Student explains how to get a lawyer and what to do if he/she can't afford an attorney.

#### ***D. Contracts and Leases***

1. Student explains the responsibilities of oral agreements.
2. Student explains the responsibilities of a written agreement.
3. Student explains the responsibilities of a lease (for an apartment).
4. Student explains the responsibilities of a loan (from a bank).
5. Student explains the consequences of defaulting on a loan or payment.
6. Student explains the legal responsibility that goes along with his/her signature.
7. Student explains the responsibility of paying late penalties and charges.
8. Student explains the term “eviction”.
9. Student explains the term “repossess”.
10. Student explains the purpose of a collection agency.
11. Student explains employment contracts and the responsibility that goes with it.
12. Student explains why it is important to understand a contract before signing it.
13. Student names people he/she can go to if a contract is unclear.
14. Student explains the responsibility of having debit/credit cards.
15. Student explains what to do if someone steals their credit cards.
16. Student explains their responsibility concerning stolen credit cards.

17. Student explains what to do if someone defaults on an agreement or contract made with him or her.