

**Schoenbar Middle School**  
**8<sup>th</sup> Grade Life Skills**

**Course Description:**

Life Skills class will assist students in assuming an increasing share of personal, family, and education related responsibilities. The class is one semester and includes the following subject matter:

High School Transition: curriculum, GPA, scholarships, activities available, planning, projects, extra curricular qualifications, drug policy, discipline policy, HSGQE, work hour/volunteer hour requirement, college expectations (essay, GPA, volunteer), ACT and SAT test taking skills, AP courses, and tips for a successful high school career from teachers, counselors, former students, and local business people.

Banking Services: checking and savings account project with check register and monthly bank reconciliation, consumer responsibilities, credit, accruing interest, budgets

Food/Nutrition: kitchen safety, food born illnesses, preparing and storing food, equipment usage, food science cooking labs, sanitation

Guest Celebrity Chef Program: professional chefs from local restaurants and resorts will demonstrate preparation of specialties and talk about career opportunities; ethnic cooking will be taught by community volunteers (Filipino, Native Alaskan, Italian, etc.)

CPR: taught by certified instructor.

**Course Outcomes/Standards:**

**1. The student will learn about the world of high school, personal responsibility, planning for success post-high school, and getting off to a good start.**

**Students will:**

- 1.1 Identify vital information about high school options available locally
- 1.2 Compare and contrast types of programs and expectations (Kayhi, Revilla, Correspondence)
- 1.3 Identify necessary preparation for a successful high school career
- 1.4 List graduation requirements
- 1.5 Identify areas of interest and corresponding elective opportunities
- 1.6 Summarize the structure and consequence hierarchy of the KGBSD Discipline Policy
- 1.7 Summarize the KGBSD Drug Policy
- 1.8 Calculate GPA
- 1.9 List extra curricular activities available other than sports
- 1.10 List sports opportunities available
- 1.11 Utilize study skills and test taking skills
- 1.12 Write scholarship applications, college applications, college essays
- 1.13 Investigate in and out-of-state colleges, the different tuition structures, and programs available to out-of-state students
- 1.14 State the culture, traditions, and climate of Ketchikan High School and Revilla (prom, carnival, homecoming, graduation, etc.)
- 1.15 Complete the CDM Career Decision Making System survey and correlate outcomes with available coursework and interest groups

- 1.16 Participate in a career search process
- 1.17 Utilize time management strategies and use of the student planners
- 1.18 Produce a tentative 4 year plan for high school
- 1.19 Students will learn the fundamentals of resume writing and will develop a resume outlining their activities, jobs, sports, leadership, volunteer work, awards/recognition, etc.) thus far. The resume will be stored on individual disks so students can continue to update their resumes throughout their high school career.

**2. The student will write about types of financial services, the responsibility of credit, components of statements and payroll checks, and how to keep and reconcile a checking account.**

**Students will:**

- 2.1 List a variety of banking services offered
- 2.2 Define various types of bank accounts
- 2.3 Interpret the components of a paycheck
- 2.4 Prepare and evaluate a spending plan balancing expenses with income
- 2.5 Maintain a checking account and prepare deposit slips (project)
- 2.6 Demonstrate the proper technique for writing personal checks
- 2.7 Identify the three standard types of endorsing checks and when each should be used
- 2.8 Maintain a check register and reconcile it to a bank statement each month
- 2.9 List the uses, benefits, and drawbacks of credit
- 2.10 Calculate true cost by figuring accrued interest
- 2.11 Demonstrate a schedule of compound credit
- 2.12 Compile a chart that shows a basic purchase and accrued interest each month (project)

**3. The student will be able to appropriately prepare and store food, maintain a sanitary kitchen, identify and properly use kitchen equipment, and list the nutritional needs of the body**

**Students will:**

- 3.1 Follow basic safety and sanitation practices in the food science lab
- 3.2 Use all equipment and supplies properly
- 3.3 Use equipment, supplies, and ingredients cooperatively with own and other groups
- 3.4 Clean up and return everything properly to its place
- 3.5 Follow verbal and written instructions
- 3.6 Explain the importance of safety and sanitation in food handling
- 3.7 Identify bacteria which commonly cause food borne illnesses and how improper food handling contributes to the problem
- 3.8 Explain trichinosis and paralytic shellfish poisoning
- 3.9 Interpret food labels
- 3.10 Identify types of food safe containers and wrappings
- 3.11 Explain the “danger zone” of temperature
- 3.12 Convert recipes (halve, quarter, double, etc.)

- 3.13 Prepare a variety of simple, nutritious main courses, breads, snacks, and desserts
- 3.14 Cook a variety of items at home for family members
- 3.15 Name a variety of herbs and spices and how they are used in cooking
- 3.16 List good choices at fast food restaurants
- 3.17 Identify types of cholesterol and its effect on the body
- 3.18 Learn how to substitute ingredients to create dishes lower in fat
- 3.19 List the differences between trans-fats, saturated, unsaturated, and polyunsaturated fats
- 3.20 List basic vitamins and minerals and how they each contribute to good health
- 3.21 Interpret the food pyramid
- 3.22 Summarize the relationship between nutrition, fitness, and wellness
- 3.23 Identify areas of weakness in their personal diet
- 3.24 Compare prices using unit pricing

**4. The student will learn the ABC's of CPR, the Heimlich Maneuver, and how to perform citizen CPR**

**Students will:**

- 4.1 Define the ABC of CPR (airway, breathing, circulation)
- 4.2 Demonstrate the foreign body/airway obstruction removal process for choking victims
- 4.3 Practice and demonstrate the foreign body obstruction removal process for choking victims
- 4.4 Demonstrate rescue breathing attempts on mannequins
- 4.5 Demonstrate rescue breathing attempts on mannequins (adult, child, and infant)
- 4.6 Administer compressions on mannequins (adult, child, and infant)
- 4.7 Demonstrate skill development for CPR on mannequins in front of certified instructors
- 4.8 Earn American Red Cross Heart Saver card upon satisfactory completion of training (if certified trainers are available)

**5. The student will be able to identify positive traits in the areas of citizenship, character and/or leadership.**

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> **Students will:**

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- > 5.1 List ways to prepare for life events that are age appropriate such as socializing with peers, participating in activities at school or at home, and/or building family relationships and friendship in a positive manner

- > 5.2 List ways to earn respect from peers and/or adults

- > 5.3 Give an oral presentation focusing on leadership traits that might include topics like honesty, integrity, or courage

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- > 5.4 Demonstrate self-control or tolerance and be able to describe why self-control or tolerance is needed in a society

- > 5.5 Be able to list the responsibilities they have in their lives and tell
- > why each is important
- > 5.6 Be able to define in their own terms the following: empathy, appreciation, gratitude, loyalty and compassion

**Desired Affective Outcomes:**

- Develop an awareness of how personal choices will impact high school opportunities
- Develop an awareness of how choices made in high school will impact their college/university/trade school/career opportunities
- Write goals for their high school career
- Demonstrate time management in order to increase success in high school
- Manage money and resources effectively
- Make informed choices concerning nutritional health
- Participate in family food preparation
- Develop and demonstrate skills necessary for administering emergency CPR and foreign body/airway obstruction removal

**Major Activities:**

- Guest speakers on high school opportunities
- Review of KGBSD discipline and drug policies
- Open discussions
- Selected related videos
- Mock college interviews
- Student presentations
- Mini-lectures
- Projects
- Food science kitchen labs
- Certified CPR instructors (check with KGH)
- CDM Career Decision Making System revised

**Instructional Materials:**

- “Your Checking Account” project
- College applications
- Counselor’s office resources
- KGBSD policies
- Assorted cooking supplies and equipment
- American Red Cross CPR equipment
- Various appropriate videos
- Power point presentations
- Teacher prepared materials

**Technology Resources:**

- TV/VCR/DVD
- Computers and internet use
- Calculators
- Overhead projector