

JOHNSON

COUNTY

SPECIAL SERVICES

Center Grove, Clark Pleasant
Edinburgh, Flat RockHawcreek, Franklin,
Greenwood, Nineveh-HensleyJackson, Southwestern

STANDARDS BASED

ESSENTIAL

SKILLS

CURRICULUM



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INTRODUCTION



The Johnson County Special Services Standards-Based Essential Skills Curriculum was developed to utilize Indiana Standards/Foundations while individualizing students' educational programs.

The general education curriculum provides a resource base of standards and indicators for all students. Given that there are no adopted state national standards for students with moderate and multiple disabilities, we have developed a curriculum that draws on the Indiana Standards.

We have focused on indicators that are the basic skills students need to transition to adult life.

The Essential Skills Curriculum is divided into seven different strands which are based on the content from the following resources:

- The Indiana Academic Standards: Language arts, Math, Science, Social Studies, Health, and Physical Education.
- ISTAR -The Functional Indicators in the Indiana Supplemental Tools for Alternative Assessment.
- The Indiana Early Childhood Foundations: Math, Language Arts, Science, Social Studies, Physical Education and Health, and Motor.
- The Indiana Universal Indicators for Students in Guidance.

The Standards-based Essential Skills Curriculum is divided into seven different strands which are based on the content from each of the sources that were used when developing the curriculum.

The students who attend Essential Skills classes have various needs. Their challenges can be in the areas of cognitive, physical, medical, sensory, communication, and social. Each student is an individual. However, there are general issues which dictate educational instruction. For instruction to be effective, the student's education should include:

- Age appropriate activities and materials
- Cognitively appropriate instructional strategies
- Immediate feedback and numerous opportunities to practice skills
- Opportunities to maintain and generalize skills
- Physical, visual, and verbal prompts
- Useful technology and assistive devices
- Opportunities to socialize with non-disabled peers
- A developmentally appropriate essential skills continuum, and
- A developmentally appropriate community-based instruction continuum.

Focus on the specific skills in each of the curriculum areas should provide students the opportunity to:

- Demonstrate independence
- Demonstrate self-advocacy skills
- Engage in appropriate social interaction
- Access community resources
- Acquire and maintain vocational placement, and
- Participate in recreation and leisure activities, both in and outside of school.



Johnson County Special Services

Standards Based Essential Skills Curriculum

The Essential Skills Curriculum is divided into grade/age sections

- (Early Childhood (ages 3 5)
- Primary (grades K 2)
- Intermediate (grades 3 5)
- Middle School (grades 6 8)
- High School (grades 9 12).

Each section contains one sheet with POSSIBLE ASSESSMENT TOOLS and BEST PRACTICE INSTRUCIONAL STRATEGIES. These are only guides and are not all inclusive lists. There may be other informal assessments and strategies that you have found to be effective in your classroom. We have also included Evidence Based Practices for children and adolescents with Autism Spectrum Disorders and other related disabilities.

Fach section addresses seven different strands. The strands are:

- Functional Self Help Skills
- Language Arts
- Mathematics
- Social Sciences
- Social Skills
- Motor Skills
- Vocational Skills

Each strand contains a two column chart with the Indicators in one column and the Possible Materials and Resources in the other. The Possible Materials and Resources include the materials that have been recommended by the Essential Skills Committee (PCI Reading Kits 1 & 2, Touch Math Kits, and Handwriting Without Tears) and materials and resources that have been purchased by individual school districts.

TEACHER WRITTEN LESSON PLANS are scattered throughout the curriculum. These random lesson plans provide suggestions for how Indicators might be taught.

The WEB SITE section contains current sites that have been reviewed and evaluated as to cost and content. Keep in mind that Web Sites come and go, so this is a good section to list your own favorite sites and cross off any that are no longer in existence.

The TEACHER SUGGESTED COMMUNITY SITES includes a list of many of the outings that are available in our area. The grid provides a place to add favorite sites not included, along with contact names and numbers.



Why do students in Essential Skills need VISUAL SUPPORTS?

The majority of students in Essential Skills classes have expressive and receptive communication challenges, along with auditory processing deficits and delayed social skills. We need to use more than our voices for this population. We need to use visual supports where ever possible.

What are visual supports? Visual supports are anything you can SEE that will help a student understand their environment. Drawings, pictures, photographs, objects, signs & labels, written notes, picture/word recipes, cue cards, and clocks are all examples of visual supports.

Why use visual supports? Words are fleeting; visuals are there when you need them. Visual supports may help a student understand a certain situation. Visual supports can assist the student in gaining independence. They can also facilitate organization of one's school work or personal items. Having a visual support when it is needed can reduce anxiety and in turn reduce inappropriate behaviors. Once you define the need for a visual support you can make the decision as to what kind of visual support to use. Once you define the purpose you will know how the student will use it.

Examples of visual supports:

1) <u>VISUAL SCHEDULE</u>: A daily visual schedule is a critical component in a structured environment.

A daily visual schedule is important for students with developmental disabilities because they:

- Help address the student's difficulty with sequential memory and organization of time.
- Assist with language comprehension problems to understand what is expected of them.
- Lesson anxiety levels, and thus reduce possible meltdowns.
- Help to manage and predict daily events. The visual schedule shows the student what is going to happen and what happens next. The schedule also alerts students to any changes that might occur.
- Assist the student in transitioning independently between activities and environments. This decreases the need for constant adult supervision.

• Can increase a student's desire to complete a less desired activity by alternating preferred activity with less-preferred activity.

Visual schedules may be created using objects, photographs, pictures, or written words.

The visual schedule must be directly taught and consistently used.

The visual schedule should not be considered a temporary tool. Instead, the visual schedule should be thought of as an "assistive tech" device. The consistent use of the visual schedule has the potential to increase independent functioning throughout the students' life.

- 2) <u>SOCIAL INFORMATION</u> Visual cue cards to remember steps of simple interaction. (Say hi; shake hands, asking someone to join you in an activity, etc.)
- 3) <u>CHOICE BOARDS</u> Visual representation of choices available to a student.
- 4) <u>TEACHING ROUTINES</u> Visual activity sequence strip. Follow multiple steps in a routine with the use of visuals. Routines/tasks will be learned faster when the student does not make mistakes guessing or attempting to recall what comes next. (Ex. A picture strip showing all of the steps of tooth brushing).
- 5) ORGANIZATION Visual labels to show where things need to be stored. Also helps when it is time to find them again.
- 6) <u>LEARNING NEW SKILLS Visual instructions</u> to learn to operate a new toy or piece of equipment, and to learn a new task or academic skill.
- 7) TRANSITIONS Visual supports for stopping one activity to begin another, or moving from one environment to another.
- 8) <u>STAYING ON TASK Visuals help in showing what current activity is and seeing what constitutes finished.</u>
- 9) IGNORING DISTRACTIONS Visuals help students focus their attention on tasks at hand.
- 10) <u>TIME MANAGEMENT</u> Time is invisible. Visuals help students know how long a certain time frame is. (Timers and clocks turn time into something concrete and visible.)
- 11) <u>HANDLING CHANGES IN SCHEDULE</u> Visuals help students prepare for situations that are different than the norm. (fire alarms, substitute teachers)
- 12) <u>SELF MANAGEMENT Visuals help students manage themselves when they get anxious.</u> (Various color coded stress management systems 5 point plan)

- 13) INCREASE VOCABULARY Visual dictionary or word wall with pictures and words.
- 14) <u>MEMORY Visuals help with remembering names of people or objects.</u> (name tags, label objects and places in environment)
- 15) SPEED UP RESPONSES- Visual cues can speed up the process of information retrieval and action.
- 16) <u>UNDERSTANDING EMOTIONS</u>- Visual translations of emotions into pictures or written language can help explain, clarify or validate the emotional experience.
- 17) <u>ORGANIZING NECESSARY INFORMATION</u>- Visual supports for keeping phone numbers (may have picture of person along with #), calendars of events, appointments, etc.
- 18) <u>COOKING</u> Visual recipes with pictures of steps needed. (Many boxed food includes visual and verbal steps on back) Visual strips with instructions for using kitchen equipment. (stove, refrigerator, microwave, blender, etc. Placemat template for setting table.)
- 19) <u>REVIEWING INFORMATION</u> Visual information can be kept and referred to. Language flies away.

EVIDENCED-BASED PRACTICES

For children and adolescents with Autism Spectrum Disorders and other related disabilities
The National Professional Development Center on Autism Spectrum Disorders

What are evidence-based practices?

While many interventions for autism exist, only some have shown to be effective through scientific research. Interventions proven to be effective are called evidence-based practices. The National Professional Development Center (NPDR) uses rigorous criteria to determine if practices are evidence-based. Currently, the Center has identified 24 evidence-based practices. Practices are most effective when carefully matched to a learner's specific needs and characteristics. For more information go to the National Professional Development Center – Autism Spectrum Disorders. It is a free site, but you must register. Evidence-Based Practice Briefs are available that give an overview, Step by Step directions for implementation, Implementation checklist, and what makes it Evidence based Practice. You can also access training modules on each practice from the AIM website.

EVIDENCED-BASED PRACTICES

Antecedent-Based Interventions (ABI)

Computer-Aided Instruction

Discrete Trial Training

Extinction

Functional Behavior Assessment

Functional Communication Training

Naturalistic Intervention

Peer-Mediated Instruction and Intervention

Picture Exchange Communication System (PECS)

Pivotal Response Training

Prompting

Reinforcement

Response Interruption/redirection

Self-Management

Social Narratives

Social Skills Groups

Speech Generating Devices/VOCA

Structured Work Systems

Task Analysis

Time Delay

Video Modeling

Visual Supports



EARLY CHILDHOOD

EARLY CHILDHOOD

| Level: Early Childhood (ages 3 - 5) | |
|---|--|
| POSSIBLE ASSESMENT TOOLS | BEST PRACTICE |
| | INSTRUCTIONAL |
| | STRATEGIES |
| ISTAR-KR | Errorless Teaching |
| STAR Program Levels I, II, III Strategies for Teaching Based on Autism Research Autism Library SSJCS | • 1 on 1 instruction |
| Receptive Language, Expressive Language, Functional Routines, Pre-academic Concepts, Play & Social Interaction Concepts | |
| Anecdotal notes | small group instruction |
| Teacher made checklists | reinforcement |
| Teacher made developmental assessments | Modeling |
| Daily data sheets | Cueing |
| Therapy Notes | Prompting |
| Handwriting Without Tears, Get Set For School workbook, | Repeated practice |
| Pages 78, 79: Number Review | |
| Pages 80, 81: Kdg Readiness assessment | |
| Task Analysis | Play based instruction |
| Sensory Diet and Environmental Modification Checklist Adapted from Sensory Motor Issues in Autism & SISIS Newsletter 3/2001 | Role playing |
| Sensory Processing Skills checklist - Slosson Educational Publications, Inc. | • |
| Functional Behavioral Assessment (FBA) | Visual supports |
| Assessment for Schedule Type - Autism Library SSJCS | Structured teaching (TEACCH) |
| Do - Watch - Listen - Say | Typical Peers |
| Assessment of Social & Communication Skills for Children with Autism - Autism Library SSJCS | |
| Portfolios | PECS Picture Exchange Communication System |
| Structured Teaching Guide | Sensory diet |
| Student Work | • |
| Video Assessment (student performing task) | • |



FUNCTIONAL SELF/HELP SKILLS

EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE FUNCTIONAL SELF-HELP SKILLS

| Indiana Standards | SKILLS | | | | |
|---|--|--|---|---|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Functional Self-Help | | | | | |
| Personal Care Independent Living Skills | Attempt to feed self with spoon Assist in dressing | Feed self with fork Undress and dress self Wash hands, brush teeth | Eat and drink independently Undress & dress self, including buttons and | Use a knife Button and fasten independently Brush/comb hair | Use clothing with fasteners and belt Demonstrate complete care |
| Health Management | Cooperate with washing Cooperate with toileting Give first name | Toilet self Give name, age and gender upon request | fasteners Wash hands & brush teeth completely | Take care of gender specific needs for females Give more personal information | for self Take care of gender specific needs for males |
| Use of Common Tools & Devices | Clean up own space Use toys appropriately With assistance practice | Attempt to pour and stir Wipe tables Identify helping professions | Toilet self Give some personal information | Prepare to cook simple meals Complete household chores Participate in age appropriate physical | Give complete personal information Prepare meal |
| Money Management | safety drill procedures Remain seating during travel | Participate in physical activities | Prepare to cook Complete simple household | activities Use simple items appropriately | Perform more complicated household chores |
| Safety Practices | | Use simple items and tools Begin to understand the use of money Demonstrate safety Use the school library with help | chores Use simple common tools independently, such as paper punch Exchange money Demonstrate safety Use community library | Demonstrate how to place emergency numbers Grocery shop Count coins Use next dollar strategy Demonstrate safety Use community library and post office | Develop more complicated household chores Develop lifelong leisure activities Make Dr. calls Use simple devices Manage money independently |
| | | | | | Demonstrate stranger and community safety Use public transportation |

EARLY CHILDHOOD



Focus of FUNCTIONAL SELF-HELP SKILLS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Functional Self-Help Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal Care Skills
- Independent Living Skills
- Use of Common Tools & Devices
- Safety Practices
- Community Access

Early Childhood (Ages 3 -5) will concentrate on the following SELF-HELP SKILLS:

- Attempt to feed self with spoon
- Assist with dressing
- Cooperates with washing
- Cooperate with toileting
- Give first name
- Clean up own space
- Use toys appropriately
- Practice safety drill procedures with assistance
- Remain seated during travel

Functional Self-Help Skills

Personal Care Skills

| IV | ID | I | CA | T | 0 | R(| (\mathbf{S}) |) |
|----|----|---|----|---|---|----|----------------|---|
| | | | | | | | | |

Eating...

- Demonstrates swallowing
- Reaches for and picks up cup
- Returns cup to table
- Manipulates food in mouth properly
- Feeds self with fingers
- Uses whole hand to grasp eating utensils
- Feeds self with spoon

Dressing...

- Removes shoes
- Removes socks
- Takes off front opening garments
- · Assists in the removal of pants/shorts by pulling legs out of garment
- Takes off coat, jacket, hat, mitten, or gloves
- Pushes leg in to pants/shorts
- Unzips
- Unties
- Zip engaged zipper

POSSIBLE MATERIALS AND RESOURCES:

- Communication systems
- The Creative Curriculum
- Let's Get Started
- Learn to Move, Move to Learn!
- Boardmaker
- Adapted eating tools/spoons
- Scoop bowls
- Finger foods
- Snack foods
- Visual Supports
- STAR Program
- Sensory diet
- Communication systems
- The Creative Curriculum
- Let's Get Started
- Learn to Move, Move to Learn!
- Student clothing
- Seasonal clothing
- Dress me up dolls
- Dolls & clothing
- Boardmaker
- Fastener boards/boxes
- Visual Supports
- Picture This Software
- STAR Program
- Sensory diet

Hygiene...

- Cooperates in washing & drying face
- Cooperates in washing & drying hands
- Allows nose to be wiped
- Cooperates with brushing teeth

Toileting...

- Cooperates with being placed on toilet
- Toilets on a scheduled time with prompt
- Flushes toilet

- Communication systems
- The Creative Curriculum
- Let's Get Started
- Learn to Move, Move to Learn
- Songs
- Boardmaker
- Sink
- Tissues
- Tooth Brush
- Potty chairs/seats
- Visual Supports
- Picture This Software
- STAR Program
- Sensory diet

- Communication systems
- The Creative Curriculum
- Let's Get Started
- Learn to Move, Move to Learn
- Books: Once upon a Potty, Everybody Poops
- Boardmaker
- Picture This
- Songs
- Social Stories
- Potty chair/seats
- Visual Supports
- STAR Program
- Sensory Diet

| Independent Living Skills | |
|---|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Personal Information • Give first name upon request | Communication Systems The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Boardmaker Songs Games Visual Supports STAR Program |
| Household chores Turns faucets off and on with prompting Follows procedures to clean up space | Communication systems The Creative Curriculum Let's Get Started Learn to Move, Move to Learn Boardmaker Toys Manipulatives Visual Supports STAR Program |

EARLY CHILDHOOD - Functional Self-Help Skills

| Safety Practices | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| Practices storm drill procedures with assistance | The Creative Curriculum |
| | Let's Get Started |
| | Learn to Move, Move to Learn! |
| | Boardmaker |
| | Social Story Videotaping |
| | Visual Supports |
| | STAR Program |
| | Sensory diet |

${\it EARLY~CHILDHOOD~Functional~Self-Help~Skills}$

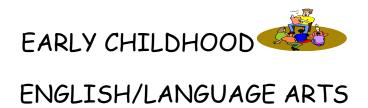
| Community Access | |
|------------------------------|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Transportation | Communication Systems |
| Remains seated during travel | The Creative Curriculum |
| | Let's Get Started |
| | Learn to Move, Move to Learn! |
| | • Boardmaker |
| | Social story |
| | Video Modeling |
| | Books on topic |
| | Visual Supports - visual schedule of |
| | travel itinerary |
| | STAR Program |



ENGLISH/LANGUAGE ARTS EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE ENGLISH/LANGUAGE ARTS

| Indiana Standards SKILLS | | | | | |
|---|--|---|--|--|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| ENGLISH/LANGUAGE | | • | | | |
| ARTS | | | | | |
| Word recognition | Looks at book turning one page at a time Identifies five common signs | Read and identify letters of first name Identify the front cover, back | Recognize & name all capital & lowercase letters of alphabet | Identify letters, words, & sentences Distinguish beginning, middle | Recognize common abbreviations Follow simple multiple step |
| Vocabulary development | and symbols Recognizes pictures of familiar people, places, and | cover, & title page of book Identify a favorite story Identify two characters that | Read one-syllable & high frequency (often heard) words by sight | & ending sounds in single- syllable words (words with only one vowel sound) | written instructions Write a friendly letter complete with the date, |
| Comprehension & analysis of nonfiction & informational text | things Use symbols or objects to communicate | interact in a story Write by moving from left to right and top to bottom | Identify (25) common signs and symbols Understand what is read by | Identify and demonstrate meaning of important signs & symbols | salutation Arrange words in alphabetical order |
| Comprehension & analysis of literary text | Attempt to write & draw Communicates using one-two word vocalizations, signs, symbols, or gestures | Imitate drawing vertical, horizontal and circle Follow one-step spoken directions with prompts | responding to questions (who, what, where) Dictate something for an adult to write down. | Use picture clues & context to aid comprehension & to make predictions about story content | Ask for clarification and explanation of ideas |
| Writing processes & concepts Writing applications | Attend to adult directed activities or stories Initiate turn taking in play and | Give name (first & last), age & gender upon request | Combine strokes and shapes to represent letters Give address upon request | Retell a story's beginning, middle, and ending Print legibly & space letters, | |
| Written English language conventions | conversations | | Understand and follow one & two-step spoken directions | words, & sentences appropriately Give, restate, and follow simple two-step directions | |
| Listening & speaking skills, strategies, & applications | | | | Relate an important life event or personal experience in a simple sentence | |



Focus of ENGLISH/LANUGUAGE ARTS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>ENGLISH/LANGUAGE ARTS</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension & Analysis of Nonfiction and informational text
- Comprehension and Analysis of Literary Text
- Writing processes and concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, and applications

Early Childhood (Ages 3 -5) will concentrate on the following ENGLISH/LANGUAGE ARTS skills:

- Looks at a book turning one page at a time
- Identifies five common signs and symbols
- Recognizes pictures of familiar people, places, and things
- Uses symbols or objects to communicate
- Attempt to write and draw
- *Communicates using one-two word vocalizations, signs, symbols, or gestures
- Attends to adult directed activities or stories
- Initiate turn taking in play and conversations

English/Language Arts

Standard 1

DE ADTAIC. MA

| READING: Word Recognition, Fluency, & Vocabulary Development | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| B1.1 Track movement | Communication Systems |
| | Foundations to Indiana Academic |
| B.1.12 Visually engage with a book | Standards for Young Children |
| | The Creative Curriculum |
| B.1.14 Match pictures to actual objects | • Let's Get Started |
| | Learn to Move, Move to Learn! |
| B.1.16 Point to a letter when asked to "Point to a letter" | Bubbles, balloons, scarves, and tracking |
| | tubes |
| B.1.17 Actively attend to things that an adult is showing | Interactive Reading Books |
| | Language or Vocabulary cards Slaves Language or Vocabulary cards |
| F.1.2 Turn one page at a time | • Flannel, magnet, stamp, foam letters & |
| F.1.4 Hold book right side up, looking at the pages and pictures | picturesComputer activities |
| 1.1.4 Hold book right side up, looking at the pages and pictures | Super Duper Publications |
| F.1.30 Identify five common signs and symbols | Discovery Toys |
| 1.1.30 Identify five common signs and symbols | Scholastic Books |
| F1.38 Requests adult to read printed information | Boardmaker |
| The state of the s | Visual Supports |
| | Sing and Read Color Songs - Frog Street |
| | Press |
| | Sing and Read Shapes - Frog Street |
| | Press |
| | STAR Program |
| | Letter Bingo |
| | Sensory diet |
| | |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | Reading/English Language Arts |
|--------------|--|
| LEVEL | Early Childhood |
| STANDARD# | #1 |
| SUBJECT AREA | Reading: Word Recognition, Fluency, Vocabulary |
| INDICATOR | B.1.14 |
| PAGE # | 7 |

ACTIVITY

Fabulous Faux Food

MATERIALS NEEDED

Digital pictures of common foods and kitchen objects * Plastic play food/plates

Glad wear containers (3)
 * Shoebox or lid/tray

Plastic bags* Velcro (if desired)

DIRECTIONS

- 1. Set up work system going left to right
- 2. Place set of picture cards in first Glad ware container (farthest left)
- 3. Place plastic food in another container (middle)
- 4. In the 3rd container, place plastic baggies
- 5. Students will match the pictures of the food to the plastic object (velcroed onto card if desired) and place in plastic bag in the 'finished container'.
- 6. Students know the activity is finished when there are no more items to bag.

 OPTIONAL ACTIVITY You may also turn this into a same of hide and seek. Hide the plastic ob

OPTIONAL ACTIVITY You may also turn this into a game of hide and seek. Hide the plastic objects around the room. Give each child one picture and have them look for the hidden object. Upon returning the card and item to you, give the student another card and so on until all food is found. Students should request 'more' with whatever communication system they are currently using, before receiving their next clue.

| READING: Comprehension & Analysis of Nonfiction & Information INDICATOR(5) | POSSIBLE MATERIALS AND | |
|---|--|--|
| | RESOURCES: | |
| B.1.19 Find named pictures of textures in a book B.1.2 Recognize pictures of family members B.1.22 Name action from pictures or a story | RESOURCES: Communication Systems Foundations to Indiana Academic Standards for Young Children The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Boardmaker Visual Supports Interactive Reading Books Picture This Software Photo Albums | |
| | Digital photos Computer activities Visual Supports Sing and Read Color Songs - Frog Street Press Sing and Read Shapes - Frog Street Press STAR Program Sensory diet | |

| STANDARD 3 | |
|--|---|
| READING: Comprehension & Analysis of Literary Text | |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| B.1.24 Recognize a favorite character | RESOURCES: |
| | Communication Systems |
| B.1.25 Pretend to do something or be someone | Foundations to Indiana Academic Standards for Young Children The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Do-Watch-Listen-Say Boardmaker Visual Supports Interactive Reading Books Puppets Dress up Clothes Action/dramatic play figures Videos Visual Supports Sing and Read Color Songs - Frog Street Press Sing and Read Shapes - Frog Street |
| | Press • STAR Program |
| | |

| STANDARD 4 | |
|---|---|
| WRITING: Writing Processes & Concepts | |
| WRITING: Writing Processes & Concepts INDICATOR(S) B.2.6 Use symbols or objects to communicate | POSSIBLE MATERIALS AND RESOURCES: Communication Systems Foundations to Indiana Academic Standards for Young Children The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Handwriting without Tears Boardmaker Visual Supports - PECS, Sign Language, Boardmaker, Picture This software Magna doodle Squiggle writer pen Templates Art Easel Slant boards Raised line paper Pencil grippers Boarder defined paper Sand tray Shaving cream Computer Adapted story books with symbols/objects Sing and Read Color Songs - Frog Street Press Sing and Read Shapes - Frog Street |
| | Press • Dry eraser boards |
| | Sidewalk chalk STAR Program |

EARLY CHILDHOOD - English/Language Arts

| STANDARD 5 | | |
|---|--|--|
| WRITING: Writing Applications (Different Types of Writing and Their Characteristics | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
| B.2.13 Attempt to write and draw | * Communication Systems • Foundations to Indiana Academic Standards for Young Children • The Creative Curriculum • Let's Get Started • Learn to Move, Move to Learn! • Handwriting Without Tears • Magnadoodle • Squiggle Writer Pen • Templates • Easel • Slant Boards • Raised Line Paper • Pencil grippers • Sand Tray • Shaving Cream • Computer touch window • Visual supports • Boardmaker • Dry erase boards • Sidewalk chalk • STAR Program • Sensory diet | |



ACTIVITY LESSON PLAN

| AREA | Writing |
|--------------|----------------------------------|
| LEVEL | Early Childhood |
| STANDARD# | 5 |
| SUBJECT AREA | Writing Application |
| INDICATOR | B.2.13 Attempt to Write and Draw |
| PAGE # | |

ACTIVITY

WHITE BOARD WRITING

MATERIALS NEEDED

- Overhead projector * Photo copied transparencies
- Dry erase markers * Handwriting Without Tears workbook (any level)
- Fraser

DIRECTIONS

- 1. Photo copy pre-selected pages from Handwriting without Tears workbook
- 2. Display on overhead projector to enlarge in size
- 3. Allow students to take turns going up to the board to write and erase
- 4. Take digital pictures of work for documentation (if desired)

<u>OPTIONAL ACTIVITY:</u> You may wish to just enlarge pages and glue them to a file folder, then laminate for extra practice in a workstation

EARLY CHILDHOOD - English/Language Arts

| STANDARD 6 | |
|---|--|
| WRITING: Written English Language Conventions | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.2.16 Make marks with writing tools | Communication Systems Foundations to Indiana Academic |
| B.2.17 Mark on paper rather than other surfaces | Standards for Young Children • The Creative Curriculum |
| | Let's Get Started Learn to Move, Move to Learn! |
| | Handwriting without Tears |
| | MagnadoodleSquiggle Writer Pen |
| | TemplatesEasel |
| | Slant BoardsRaised Line Paper |
| | Pencil grippers |
| | Sand TrayShaving Cream |
| | Computer touch windowVisual supports |
| | Large drawing paper Boardmaker |
| | Dry erase board |
| | Sidewalk chalkSTAR Program |
| | Sensory diet |

EARLY CHILDHOOD - English/Language Arts

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
|--|---|--|
| B.3.3 Respond to arrival of a familiar person | Communication SystemsFoundations to Indiana Academic | |
| 3.3.6 Imitate one-word vocalizations | Standards for Young ChildrenThe Creative Curriculum | |
| 3.3.10 Engage in turn-taking vocalizations when prompted | Let's Get StartedLearn to Move, Move to Learn! | |
| 3.3.14 Shift attention along with communication partner | PECSDo-Watch-Listen-Say | |
| 3.3.15 Use action words | TimersEcho microphone | |
| 3.3.16 Actively attend to things adult is showing | Picture This softwareTape Recorder | |
| 3.3.19 Use two word vocalizations, signs, symbols, or gestures to tell about objects and events in the present | Language Master Super Duper Publications Lingui systems, Inc. | |
| F.7.3 Stay with adult directed interactive activity or story for 10-15 min. | BoardmakerVisual Supports | |
| 7.17 Initiate turn taking in play | Sing and Read Color Songs - Frog Street Press | |
| F.7.21 Engage in reciprocal conversations for two exchanges | Sing and Read Shapes - Frog Street Press | |
| F.7.39 Give first name, upon request | STAR Program | |



MATHEMATICS
EARLY CHILDHOOD

| Mathematics Number sense Computation | Early Childhood | Primary | SKILLS Intermediate | Middle School | High School |
|--------------------------------------|---|---|--|--|--|
| Mathematics Number sense Computation | • | Primary | Intermediate | Middle School | High School |
| Number sense Computation | | | | | |
| Geometry | Match like numerals Give 1 object when asked Give 'more' when asked Put objects into groups by attributes Distinguish big and little Choose between 2 activities Complete an inset puzzle of 3 or more pieces | Count a number of objects up to 12 Match number symbols with amounts to 12 Apply one-to-one correspondence with objects & people Reproduce simple AB patterns of concrete objects Sort a group of objects by more than one way Complete interlocking puzzle of 8 to 12 pcs. Relate time to events with pictures and symbols | Identify the next number in a series of numbers up to 31 Count, read, & write whole numbers up to 31 Compare sets of up to ten objects & identify whether one set is equal to, more than, or less than another Use manipulatives for addition situations for sums less than five Use manipulatives for subtraction situations for sums less than five. Identify, sort & classify objects by size, number, & other attributes. Identify objects that do not belong to a particular group. Copy circles, squares, triangles, and rectangles Identify 10 body parts Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendar are tools that measure time. Tell time to the nearest hour & relate time to events | Count, read & write whole numbers up to 100. Count by ones, fives, and tens to 100. Identify numbers up to 100 in various combinations of tens and ones. Model addition by joining sets of objects (for any 2 sets with fewer than 10 objects when joined) Model subtraction by removing objects from sets (for numbers less than 10) Demonstrate the meaning of the symbols +, -, and =. Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment any specify their locations. Make direct comparisons of length, capacity, weight, temperature of objects, & recognize which object is shorter, longer, taller, lighter, or holds more. Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, year. Understand that clocks & calendars are tools that measure time and match clock face to event. Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer) | Represent, compare, & interpret data using pictures & picture graphs. Solve problems involving multiplication & division of any whole numbers with a calculator. Demonstrate the relationships among inch, foot, and yard. Read a thermometer. Tell time to the nearest minute and find how much time has elapsed. |

MATHEMATICS

Focus of MATHEMATICS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific MATHEMATICAL skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem solving

Early Childhood (Ages 3 -5) will concentrate on the following MATHEMATICAL skills:

- Match like numerals
- Give 1 object when asked
- Give "more" when asked
- Put objects into groups by attributes
- Distinguish big and little
- Choose between two activities
- Complete an inset puzzle of 3 or more pieces

MATHEMATICS

STANDARD 1

Number Sense

| Number Sense | |
|--|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| B.1.1 Repeats a movement like a thump or a clap | * Communication Systems* The Creative Curriculum |
| B.1.10 Touch in sequence, one at a time | Let's Get StartedLearn to Move, Move to Learn! |
| B.1.11 Use fingers to show how many or age of self | Rhythm band instruments Songs and rhymes |
| B.1.14 Match like numerals | Magnetic numerals Number sound puzzle |
| B.1.15 Give 1 object when asked | Manipulatives Calendar Activities |
| B.1.20 Share a set of 2 with a friend | Snack items |
| F.1.8 Rote counts to 5 | Flannel board magnet numbers & pictures Counting signs and rhymes Sensory materials, play dough, etc. Board games Computer games Visual Supports Boardmaker |
| | Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |

| STANDARD 2 | |
|--|---|
| Computation | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.2.5 Take away an object when asked | * Communication Systems* The Creative Curriculum |
| B.2.6 Show something that was received | Let's Get StartedLearn to Move, Move to Learn! |
| B.2.1 Select the preferred item when given two choices | Choice boardManipulatives |
| B.2.12 Give 'more' when asked (with prompt) | Objects/toysPlay food sets |
| B.2.19 Line up objects | Snack itemsSensory materials, (buckets, scoops) |
| B.2.14 Feed pieces of food to another person, pet, or plaything | Flannel board, magnet picturesBoardmaker |
| B.2.15 Move objects one at a time from one group or container to another | Visual Supports Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |

| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
|--|--|
| B.3.4 Clap hands & waves bye if prompted | Communication SystemsThe Creative Curriculum |
| B.3.10 Put things in order | Let's Get Started Learn to Move, Move to Learn! |
| B.3.12 Claim objects as 'mine' | Manipulatives Story cards Personal Belongings Visual Supports Boardmaker Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |

| STANDARD 4 | |
|---|--|
| Geometry | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.4.9 Identify 3 body parts | Communication Systems The Creative Curriculum |
| B.4.11 Put things in and out of other things | Let's Get Started Learn to Move, Move to Learn! |
| B.4.12 Put things on and off of other things | MirrorObstacle course |
| B.4.13 Find hidden objects or sounds | Wooden beadsColored cubes |
| B.4.14 Hide behind or between objects in play | ContainersShape sorter |
| B.4.18 Imitates drawing a horizontal line, vertical line and a circle | Lacing cardEasel |
| B.4.15 Identify circles, squares, triangles, and rectangles | Doodle boardNesting cubes, blocks |
| B.4.19 Put objects into groups or attributes | Writing utensils Sorting toys Boardmaker Visual Supports |
| | Sing and Read Shapes - Frog Street Press Vocabulary Classification Center - Lake |
| | Shore |
| | Handwriting Without Tears - CD, Get Set for School |
| | Dry erase boardSidewalk chalk |
| | STAR ProgramSensory diet |

| STANDARD 5 | |
|---|--|
| Measurement | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.5.2 Communicate when something is empty or 'all gone' | Communication Systems The Creative Curriculum |
| B.5.13 Distinguish big and little | Let's Get StartedLearn to Move, Move to Learn! |
| B.5.14 Make choices based on size | Water/sand tableChoice board |
| B.5.15 Identify when objects are similar | Visual/object scheduleNesting cubes, blocks cups |
| F.5.5 Use cups and tools in sand and water | Big/little sorting setsShape sorters |
| F.5.21 Choose between two activities | Category sorting sets Sensory table, materials Computer games Visual Supports Boardmaker Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |

| STANDARD 6 | |
|--|--|
| Problem Solving | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.6.2 Show interest in something out of place, like finding a small object on a carpet | Communication SystemsThe Creative Curriculum |
| B.6.6 Indicate a need | Let's Get StartedLearn to Move, Move to Learn! |
| B.6.15 Anticipate and navigate around environmental barriers | Matching, sorting setsPicture/object schedule board |
| B.6.20 Take simple objects apart | Communication boardPuzzles |
| B.6.22 Complete an inset puzzle of 3 or more pieces | Play tunnelShape sorter |
| B.6.25 Communicate disappointment | Simple construction setObstacle course |
| F.6.1 Identify single attributes of objects by size, shape, or color | Playground equipmentVisual Supports |
| F.6.5 Find an indirect way to obtain an object | BoardmakerSing and Read Shapes - Frog Street |
| F.6.19 See a simple task through to completion with prompts | Press STAR Program Sensory diet |
| | |
| | |



SOCIAL SCIENCES
EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE SOCIAL SCIENCES

| Indiana Standards | SKILLS | | | | |
|--------------------------|---------------------------------|----------------------------------|---------------------------------|--------------------------------|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SCIENCES | | | | | |
| The nature of science & | Holds a crayon or marker | Use the five senses. | Ask and answer question | Recognize that some | Use tools to observe, |
| technology | Engage in pretend play. | Use a variety of scientific | about his/her world. | materials can be used over | measure, design, and build |
| | Activate simple machines or | tools. | Observe and describe | again. | things. |
| The Physical setting | cause & effect toys | Follow classroom rules. | properties of objects. | Recognize that most living | Discuss and describe |
| | Investigate the physical | Sequence recurring events. | Give examples of plants and | things need food, water, and | examples of technology. |
| The living environment | surroundings. | Work & play cooperatively | animals. | air. | Demonstrate that a variety of |
| | Cooperate with a routine. | with others. | Identify the week, months of | Identify and follow school | living things can be sorted |
| History | Look of picture books & listen | Help clean up after an activity. | the year, seasons of the year | rules. | into groups by various |
| | to stories. | | Determine what types of | Use words related to location, | features. |
| Civics and Government | Assist with daily needs. | | clothes to wear based on | direction and distance. | Explain that eating healthy |
| | Help clean up after an activity | | weather. | Identify maps. | foods and getting exercise |
| Geography | with prompting. | | Identify individuals who are | Identify places in the local | and rest help people stay |
| | Demonstrate early play skills. | | important in individual's life. | community. | healthy. |
| Individuals, Society and | | | | • | Explain that Indiana is one of |
| Culture | | | | | 50 states in the USA. |
| | | | | | Identify directions on a map. |
| | | | | | Use community resources. |
| | | | | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |

EARLY CHILDHOOD



Focus of SOCIAL SCIENCES within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>SOCIAL SCIENCES</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The Physical Setting
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society, and Culture

Early Childhood (Ages 3 -5) will concentrate on the following SOCIAL SCIENCES skills:

- Hold a crayon or marker
- Engage in pretend play
- Activate simple machines or cause and effect toys
- Investigate the physical surroundings
- Cooperate with a routine
- Look at picture books and listen to stories
- Assist with daily needs
- Help clean up after an activity with prompting
- Demonstrate early play skills

• EARLY CHILDHOOD - Social Sciences

SOCIAL SCIENCES

Science Standard 1

The Nature of Science & Technology

| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
|--|--|
| B.3.6 Imitate adult facial expressions and simple actions with prompting (e.g., color, sound, texture, | Communication Systems |
| shape) | The Creative Curriculum |
| | • Let's Get Started |
| B.3.8 Hold a crayon or marker and scribble | Learn to Move, Move to Learn! |
| | Developmentally appropriate toys |
| B.3.9 Imitate something heard or seen earlier in the day (delayed imitation) | Blocks |
| | Kitchen play area |
| B.3.10 Engage in simple pretend play | Playhouse |
| | • Dolls |
| B.3.14 Repeat an action after adult demonstrates it | Vet/doctor kit |
| | Preschool games |
| F.1.2 Interact with and explore a variety of objects, books, and materials | Finger plays |
| | Snack foods |
| F.1.5 Uses the five senses to investigate all environments | Teethers, chewy tubes |
| | Rain stick |
| | Puppets |
| | Visual Supports |
| | Boardmaker |
| | Model Me DVD - Modelmekids.com |
| | STAR Program |
| | Sensory diet |

EARLY CHILDHOOD - Social Sciences

SCIENCE STANDARD 3 The Physical Setting INDICATOR(S) POSSIBLE MATERIALS AND RESOURCES: F.3.4 Investigate the physical surroundings by digging in dirt, collecting rocks, recognizing changes in Communication Systems The Creative Curriculum weather Let's Get Started • Learn to Move, Move to Learn! Sand/water table • Scoops, shovels, pails Nature walks • Weather/season books, kits • Visual supports • Boardmaker • STAR Program Sensory diet

SCIENCE STANDARD 4 The Living Environment

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|---|--|
| | RESOURCES: |
| B.2.1 Interact in social play (e.g., patty cake) | * Communication Systems |
| | * The Creative Curriculum |
| B.2.2 Explore objects by touching, shaking, banging, and mouthing | Let's Get Started |
| | Learn to Move, Move to Learn! |
| B.2.3 Show fear of falling off of a high place | • Boardmaker |
| | Group games |
| B.2.4 Look for a toy that has rolled out of sight | Finger plays |
| | Developmentally appropriate toys |
| B.2.8 Activate simple machines or cause and effect toys: take toys apart | Building toys |
| | Push/pull toys |
| B.2.9 Push or pull objects while walking | Play workbench, tools |
| | Visual supports |
| B.2.15 With some guidance, use toys and tools safely and store them in the proper place | STAR Program |
| | Sensory diet |
| F.3.13 Sort things by one attribute or characteristic | · |
| | |
| | |
| | |

EARLY CHILDHOOD - Social Sciences

| Social Studies Standard 1 | |
|---|---|
| History | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.1.1 Cooperate with a routine | * Communication Systems* The Creative Curriculum |
| B.1.2 Anticipate a sequence during daily activities | Let's Get StartedLearn to Move, Move to Learn! |
| B.1.4 Listen to stories about people and places | BoardmakerVisual supports |
| B.1.6 Look at picture books | Developmentally appropriate booksPicture books |
| 3.1.9 Recognize the beginning of an event (e.g., come to table when food is placed there) | Circle time/class scheduleSnack activities |
| F.1.6 Show anticipation through appropriate behaviors for regularly scheduled school events | STAR ProgramSensory diet |
| | |
| | |
| | |

| Social Studies Standard 2 | |
|---|--|
| Civics & Government | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.2.1 Help feed themselves B.2.2 Watch people | Communication Systems The Creative Curriculum Let's Get Started |
| B.2.4 Show interest in other children B.2.5 Communicates "no" | Learn to Move, Move to Learn Boardmaker Snack Activities Clean up activities/storage containers |
| B.2.6 Assist with daily needs (washing hands, toileting, brushing teeth) | Washcloths, sponges, paper towels Visual supports Strategies for Resistant Eaters - |
| B.2.7 Assist with simple chores on a daily basis B.2.9 Develop the process of "play" from playing alone to playing alongside, then playing with someone else | Debbie HusseyModel Me DVD - Modelmekids.comSTAR Program |
| B.2.10 Follow simple directions with prompts | Sensory diet |
| B.2.14 Push away something not wanted | |
| B.2.2 Follow simple directions | |
| F.2.3 Complete basic responsibilities related to daily needs with assistance | |
| F.2.12 Show self control by following rules in different places with prompting | |
| F.2.13 Start sharing some objects with others | |

| Geography | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| 3.3.1 Use sight, sound, taste, touch, and smell to explore their own world | Communication Systems |
| | The Creative Curriculum |
| 3.3.3 Follow simple directions | Let's Get Started |
| | Learn to Move, Move to Learn |
| B.3.7 Locate eyes, ears, or nose when asked | Boardmaker |
| | Mr. Potato Head |
| 3.3.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired | Dolls, stuffed animals, & accessories |
| | Family living area |
| 3.3.13 Explore things with mouth, hands, fingers, and toes | Storage containers |
| s.s.ze explore mings mm meanly hands, pingers, and rees | Classroom 'jobs' |
| 3.3.31 Pretend to take care of a doll by feeding and other activities | Visual supports |
| 5.5.51 The felicitation factor and of the definition activities | Model Me DVDs - Modelmekids.com |
| 3.3.35 Place trash in the wastebasket | |
| 5.5.55 Flace trash in the wastebasket | STAR Program Sangara dist |
| | Sensory diet |
| 3.3.36 Help clean up after doing an activity with prompting | |

| Social Studies Standard 5 | |
|--|---|
| Individuals, society, & Culture | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| B.5.3 Take turns in interactions with others | Communication Systems |
| B.5.4 Share belongings with others | The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Boardmaker |
| B.5.6 Engage in parallel play with others | BlocksPlay kitchen area |
| B.5.9 Demonstrate early pretending with objects | Playhouse Dollhouse Dolls, stuffed animals, & accessories |
| B.5.10 Use words to express immediate family relationships, such as mother, father, brother, or sister | Group games Digital pictures Visual supports Model Me DVDs - modelmekids.com |
| | STAR Program Sensory diet |



SOCIAL SKILLS EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE SOCIAL SKILLS

| Indiana Standards | SKILLS | | | | |
|-----------------------------------|--|--|---|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SKILLS | | | | | |
| Personal self management skills | Interact during games. Use spatial relationships with objects. | Express feelings of self. Appropriately respond to others. | Develop self confidence. Express feelings. Use coping strategies. | Demonstrate coping strategies. Seek help. | Manage stress, anger, and feelings. Resolve threatening of |
| Decision making and goal setting. | Imitate. Understand cause & effect. Use adults as resources. | Have an awareness of safety. Work cooperatively. Work independently. | Use listening skills. Use refusal skills. Problem solves & conflict | Become a responsible person. Express feelings. Use listening skills. | unhealthy situations. Demonstrate respect of self and others. |
| Responsibility | Follow rules for games. Use basic rhythmic | Develop positive attitude towards self. | resolve. Follow directions & rules. | Resolve conflicts positively. Use decision making process. | Demonstrate healthy ways to express wants and needs. |
| Personal & Social Behavior | movements. Play cooperatively. | | Respect others. | Set personal goals. Follow rules and directions. | Listen and communicate. Use decision making skills. |
| Respect for diversity | | | | Help others. | Set personal goals. Follow directions. Respect people and equipment. Demonstrate positive attitude towards self and others. |

EARLY CHILDHOOD



Focus of SOCIAL SKILLS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Social Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

Early Childhood (Ages 3 -5) will concentrate on the following SOCIAL SKILLS:

- Interact during games
- Use spatial relationships with objects
- Imitate
- Understand cause and effect
- Use adults as resources
- Follow rules for games
- Use basic rhythmic movements
- Play cooperatively

Social Skills

| Social Skills | |
|---|---|
| Health Standard 3 | |
| Students will demonstrate the ability to apply self-management skills | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| PE & Health B.1.10 Imitate, follow, and enjoy adult interactions during games (peek-a-boo, pat-a-cake, moving to music, dancing) PE & Health B.3.5 Display protective responses | Communication Systems The Creative Curriculum Let's Get Started Learn to Move, Move to Learn! Boardmaker |
| PE & Health F.2.1 Identify and use a variety of spatial relationships with objects (the child will move self and/or an object over, under, beside, and through as directed by an adult) | Songs Play musical instruments Finger plays Developmentally appropriate toys Playground equipment Hula hoops Parachute Super Duper Publications Discovery toys Scholastic Books Visual supports Social Skills Strategies - A social emotional curriculum for adolescents (available from Autism Library SSJCS) Yoga Social Star series (available from Autism Library SSJCS) Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS) |

(available from Autism Library SSJCS) Photographics - Emotions & Expressions (available from Autism Library SSJCS) Autism & PDD Adolescent Social Skills Lessons: Interacting Managing Behavior Secondary schools (available from Autism Library SSJCS) • Teaching Children with Autism to Mind Read (available from Autism Library SSJCS) • Say & Do Social Scenes Combo (available from Autism Library SSJCS) • Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS) • The Social Story Book (available from Autism Library SSJCS) • Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) STAR Program Sensory diet

Health Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication INDICATOR(S) POSSIBLE MATERIALS AND RESOURCES: PE & Health B.1.12 Respond to an adult's imitation of playful movement activity Communication Systems The Creative Curriculum • Let's Get Started PE & Health B.2.8 Imitate other's expressions and actions • Learn to Move, Move to Learn! PE & Health B.3.13 Uses adults as resources Boardmaker Adaptive utensils • Visual supports • Variety of foods, textures Snack time Book: Just Take a Bite Video self modeling Mirrors Toys Super Duper Publications Discovery toys • Scholastic Books • SEE HEALTH STANDARD 3 Model Me DVDs - modelmekids.com STAR Program

Sensory diet

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|--|---|
| PE & Health B.1.7 Reach to different distances | RESOURCES: • Communication Systems • The Creative Curriculum |
| E & Health B.2.6 Show interest in cause & effect | Let's Get Started Learn to Move, Move to Learn! |
| PE & Health B.3.13 Use adults as resources | Boardmaker Visual Supports Developmentally appropriate toys Cause/effect toys Switch activated toys Manipulatives Super Duper Publications Discovery toys Scholastic Books SEE HEALTH STANDARD 3 STAR Program |

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | ACTIVITIES |
|---|--|---|
| PE & Health F.1.4 Perform basic rhythmical skills alone and/or with a partner | The Creative CurriculumLet's Get Started | Communication Systems Child marches and dances to music or rhythmical |
| PE & Health F.2.3 Follow rules for simple games and activities | Learn to Move, Move to Learn! boardmaker Songs Musical Instruments Group games SEE HEALTH STANDARD 3 Visual schedules - class and individual | sounds in free form or with simple adult directions March while playing musical instrument Duck Duck Goose Musical Chairs Doggy Doggy Where's your bone? Row row your boat with partner Boardmaker Visual Supports STAR Program |

EARLY CHILDHOOD - Social Skills

| Physical Education Standard 6 | |
|--|---|
| Demonstrates understanding & respect for differences among people | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| PE & Health B.1.3 Become aware of themselves as separate from others | |
| PE & Health F.5.1 Take turns during activities | Communication Systems The Creative Curriculum |
| TE & Fleating 1.3.1 Take failing activities | Let's Get Started |
| PE & Health F.5.2 Help others during activities | Learn to Move, Move to Learn! Boardmaker |
| PE & Health F.5.4 Play cooperatively with others during activities | Group games - Doggy doggy where's your bone?etc. |
| PE & Health F.5.5 Treat others with respect during physical activities | Developmentally appropriate toys Snack time |
| PE & Health F.5.6 Resolve conflicts in socially acceptable ways with adult support | Super Duper Publications Discovery Toys Scholastic Books SEE HEALTH STANDARD 3 Visual supports Star Program Model Me DVDs - modelmekids.com Sensory diet |
| | |



MOTOR SKILLS EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE MOTOR SKILLS

| Indiana Standards | SKILLS | | | | |
|--|--|--|--|---|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| MOTOR SKILLS | | | | | |
| Support independence. | Repeat movements. Use reflexes. | Attempt novel gross/fine motor and sensory activities. | Perform basic rhythmic skills alone and with a partner. | Perform motor skills in progression of head control, | Combine different movement skills to form more complex |
| Access community resources Acquire and maintain | Perform basic locomotive and non-locomotive skills. | Participate in moderate to vigorous physical activity during and after school. | Participate in lifetime activities during physical education and recess. | rolling, standing, walking, running and climbing. Demonstrate the ability to | skills. Apply the concept of practice to improve skills in |
| vocational placement | Turn pages in a book. Imitate and follow adult interactions. | Apply movement concepts to specific movement situations. | Manipulate objects at a basic level. | manipulate objects with greater accuracy. | appropriate settings. Demonstrate regular |
| Participate in recreation and leisure activities | Perform stability skills alone or with a partner. | Identify and solve problems through active explorations. | Identify and use a variety of relationships with objects. | Utilize implements combined with motor skills to perform specific skills. | participation in health-related activities outside of class. Describe the elements of a |
| Engage in social interaction | | | | Attempt more complex fine motor activities. | healthy lifestyle. |

EARLY CHILDHOOD



Focus of MOTOR SKILLS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators in the areas of:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

Early Childhood (Ages 3 -5) will concentrate on the following MOTOR SKILLS:

- Repeat movements
- Use reflexes
- Perform basic locomotive and non-locomotive skills
- Turn pages in a book
- Imitate and follow adult interactions
- · Perform stability skills alone or with a partner

Motor Skills

| MOTOL SKIIIS | |
|---|---|
| Gross Motor Skills | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| B.1.1 Explore objects, people, and things by kicking, reaching, grasping, and pulling. | Communication Systems |
| Demonstrates grasping skills; | The Creative Curriculum |
| Demonstrates reaching skills | • Let's Get Started |
| | Learn to Move, Move to Learn! |
| B.1.5 Repeats a movement like a clap | Boardmaker |
| | Developmentally appropriate toys, |
| B.1.10 Imitate, follow, and enjoy adult interactions during games | manipulatives |
| | Snack Foods |
| B.2.1 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, | Songs (Jan Kitson, Raffi, Hap Palmer, |
| and grasping an object | etc.) |
| | Finger plays |
| B.2.3 Wiggle, bounce and kick. Kicks objects | Balls |
| B.3.1 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, | Playground Equipment |
| climbing. Demonstrates movement in a prone position; demonstrates movement in a supine position; | Tunnel |
| Demonstrates stability and balance in an upright position; Demonstrates movement in an upright position; | Play tent/house |
| Crawls and creeps; Knee walks; Walks at an appropriate pace; Walks greater than 50 feet easily and with | Mats |
| adequate speed; Walks with good posture; Runs; Climbs up and slides down the slide | • Hoop |
| F.1.1 Perform locomotor and non-locomotor skills at a basic level (marching, walking, running, hopping, | • Parachute |
| kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one | Games (Tiger Hunt, Bear Hunt, Follow |
| behind the other) | the Leader) |
| Kicks objects; Bounces on feet in attempt to jump; Jumps up with both fee clearing the floor | Super Duper Publications |
| F.1.2 Perform stability skills alone and/or with a partner, (transferring weight so as to rock, roll, stand on | Discovery Toys |
| one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and | Creative Playthings |
| log rolls, and walking on a balance beam forward and backward) | Visual Supports |
| Rolls; Side steps around barriers; Walks while carrying an object | Minds in Motion |
| | STAR Program |
| F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at | Sensory diet |
| a basic level, (throws an object at a target with an overhand motion and trunk rotation, throws something | The Out of Sync Child & The Out of |
| upward and catches it, and jumps over a stationary object) | Sync Child has Fun by Carol Kranowitz |
| Releases objects; Catches objects; Throws/propels objects; Strikes objects | - Penguin Putnam publications |

EARLY CHILDHOOD - Motor Skills

| Fine Motor Skills | |
|---|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.1.1 Explore Objects, people, and things by kicking, reaching, grasping, and pulling. Grasps small objects independently; Uses whole hand to grasp eating/writing utensils | Communication Systems The Creative Curriculum Let's Get Started |
| B.2.10 Turn pages in a book | Learn to Move, Move to Learn!Developmentally appropriate |
| B.2.12 Scribble with crayons or markers. Uses crayons, markers and pencils with assistance | toys/manipulatives • Snack foods |
| F.1.4 Perform basic rhythmical skills alone and/or with a partner (the child marches and dances to music or rhythmical sounds in free form or with simple adult directions) Uses both hands to perform motions to songs | Musical instrumentsSongsFinger playsTunnel |
| F.2.1 Identify and use a variety of spatial relationships with objects (the child will move self and/or an object over, under, beside, and through as directed by an adult) Isolates one or two fingers | Hula-hoopsObstacle coursePuzzles |
| F.2.2 Apply movement concepts to specific movement situations (bend knees to soften the landing and avoid obstacles in the path) Uses glue/glue stick with assistance | Shape SorterGiant PegboardBooks |
| F.2.5 Identify and solve problems through active explorations. Places shapes in a shape sorter/foam board; Completes inset puzzles of 3 pcs | Markers, crayons, pencils Eating utensils Balls Interactive CDs (Head, shoulders, knees and toes) Glue/glue stick Nesting cups |
| | Visual Supports Boardmaker STAR Program Sensory diet |
| | The Out of Sync Child & The Out of Sync Child has Fun by Carol Kranowitz - Penguin Putnam publications |



CAREER/VOCATIONAL SKILLS EARLY CHILDHOOD

STANDARDS/SKILLS at a GLANCE **VOCATIONAL SKILLS Indiana Standards SKILLS STRAND Early Childhood Primary** Intermediate **Middle School High School VOCATIONAL SKILLS** Complete activities with Vocational behavior Complete tasks/activities as Demonstrate appropriate Demonstrate awareness of Demonstrate employability expectations prompting. directed. communication on the job. behaviors necessary to gain Practice calming strategies. Show awareness of jobs and Demonstrate preferences for desired career. Develop a realistic career Explore and pretend Career explorations work within the classroom. Begin to make economic plan. occupations. Know the difference between Demonstrate the concept of decisions. Plan and implement Play with money. responsible financial Personal finance wants and needs. 'work to earn'. Use technology to create Use technology for play. useful documents. Use technology appropriately. Use technology to store and transactions. Technology gain information. Use technology to gain, process, and use information.

EARLY CHILDHOOD



Focus of VOCATIONAL SKILLS within the Standards-Based Essential Skills Curriculum

Early Childhood students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Vocational Skills based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career exploration
- Personal finance
- Technology

Early Childhood (Ages 3 -5) will concentrate on the following VOCATIONAL SKILLS:

- · Complete activities with prompting
- Practice calming strategies
- Explore and pretend occupations
- Play with money
- Use technology for play

Career/Vocational Skills Vocational Behavioral Expectations INDICATOR(S) POSSIBLE MATERIALS AND RESOURCES: IUSIG K-2.2.5 Communication Systems The Creative Curriculum Doing one's best • Participate in adult-directed task • Let's Get Started Complete tasks/activities as directed with prompting • Learn to Move, Move to Learn! • Boardmaker IUSIG K-2.3.5 • Developmentally appropriate Practice calming strategies with assistance toys/manipulatives • Sensory area Material Cocoons Social skills materials Books on topic Visual Supports STAR Program Sensory diet

EARLY CHILDHOOD - Career/Vocational Skills

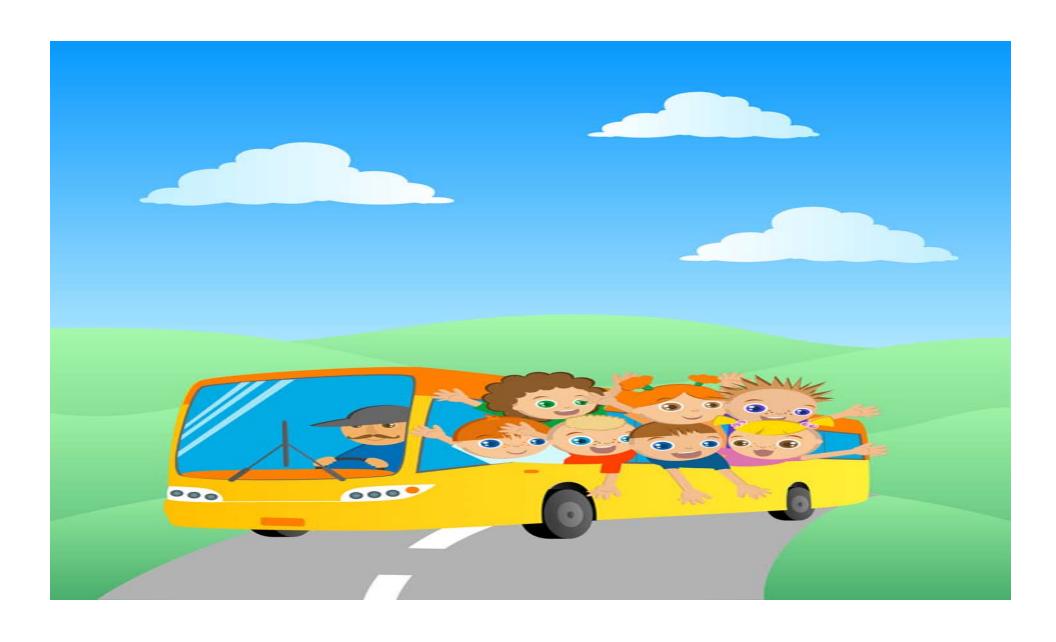
| Career Exploration | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| IUSIG K-2.2.1 | RESOURCES: |
| Pretend to play one or more basic occupations (firefighter, police, mail carrier, doctor, etc) | Communication Systems |
| | The Creative Curriculum |
| IUSIG K-2.2.3 | Let's Get Started |
| Discuss pretend to play basic occupations held by adults in their community | Learn to Move, Move to Learn! |
| | Boardmaker |
| CPS 3.2.1 Explore basic occupations in the community (farm visit, dentist visit/demonstration | Dress-up clothes |
| | Play vet/doctor kit |
| | Play firefighter/police kit |
| | Community helpers match-up cards |
| | Playhouse |
| | Relevant figures/dolls |
| | Visual Supports Dealts on Community Halances |
| | Books on Community Helpers TAD December 1 |
| | STAR Program Sangary dist |
| | Sensory dietClassroom job experiences |
| | • Classroom Job experiences |
| | |
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EARLY CHILDHOOD - Career/Vocational Skills

| INDICATOR(5) | POSSIBLE MATERIALS AND |
|---|---|
| | RESOURCES: |
| Math F.6.18 Imitate use of an adult tool (play money, charge card, cash register in play) | Communication Systems |
| | The Creative Curriculum |
| BMS-PFE 4.1.7 Play with piggy banks | • Let's Get Started |
| | Learn to Move, Move to Learn! |
| Social Studies B.4.1 Choose between two or more alternatives | Boardmaker |
| | Play cash register & accessories |
| Social Studies F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones | Piggy bank |
| | Play food, groceries |
| | Play shopping cart |
| | Table/chair set |
| | Play telephone |
| | Restaurant dress up clothes |
| | Creative playthings |
| | Discovery toys |
| | Visual Supports - |
| | Picture this software |
| | STAR Program |
| | |

EARLY CHILDHOOD - Career/Vocational Skills

| Technology | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| BMS-T 1.1.1 Use hardware and peripherals. Turn computer or switch off/on | Communication Systems The Creative Curriculum |
| BMS-T.1.1.4 Role play taking pictures with toy camera | Let's Get StartedLearn to Move, Move to Learn! |
| BMS-T.1.1.9 Use mouse, touch screen, to respond to software (input devices) to input information | BoardmakerToy camera |
| BMS-T 5.1.1 Demonstrate telecommunications skills by communicating effectively with assistance, use picture exchange, device/switch to make request, indicate name, greet others | PC & games Assistive devices/switches Computer games - JumpStart, Reader Rabbit, Blue's Clues, Dora the Explorer, etc. Head phones Intelli-keys Super Duper Publications Visual Supports STAR Program |
| | Star ProgramSensory diet |



PRIMARY

PRIMARY (K-2)

| Level: PRIMARY (K-2) | |
|--|--|
| POSSIBLE ASSESSMENT TOOLS | BEST PRACTICE |
| | INSTRUCTIONAL STRATEGIES |
| Anecdotal notes | Cueing - verbal and/or visual |
| Assessment for Schedule Type - Autism Library SSJCS | Errorless learning |
| Daily data sheets | Manipulative tasks |
| Do - Watch - Listen - Say | Modeling - peer and adult |
| Assessment of Social & Communication Skills for Children with Autism - | |
| Autism Library SSJCS | |
| Functional Behavioral Assessment (FBA) | Modeling - video |
| Handwriting Without Tears, Get Set For School workbook, | One on one instruction |
| Pages 78, 79: Number Review | |
| Pages 80, 81: Kdg Readiness assessment | |
| ISTAR-KR | Small group instruction |
| Portfolios | Large group instruction |
| STAR Program Levels I, II, III Strategies for Teaching Based on Autism | Picture Exchange Communication System (PECS) |
| Research Autism Library SSJCS | |
| Receptive Language, Expressive Language, Functional Routines, Pre- | |
| academic Concepts, Play & Social Interaction Concepts | |
| Structured Teaching Guide | Play Based Instruction |
| Student Work | Positive Behavioral Supports - verbal & tangible |
| Task Analysis | Prompting |
| Teacher made checklists | Rehearsal |
| Teacher made developmental assessments | Repeated practice |
| Therapy Notes | Sensory Diet |
| Video Assessment (student performing task) | Social skills training |
| Sensory Diet & Environmental Modification Checklist | Social Stories |
| Adapted from Sensory Motor issues in Autism - Anderson and SISIS | |
| Newsletter 3/2001) | |
| Sensory Processing Skills Checklist - Slosson Educational Publications, Inc. | Structured Teaching - TEACCH |
| | Visual Supports |



FUNCTIONAL/SELF-HELP SKILLS PRIMARY

STANDARDS/SKILLS at a GLANCE FUNCTIONAL SELF-HELP SKILLS

| Indiana Standards | SKILLS | | | | |
|---------------------------|------------------------------|------------------------------|------------------------------|---|------------------------------|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Functional Self-Help | | | | | |
| Personal Care | Attempt to feed self with | Feed self with fork | Eat and drink independently | Use a knife | Use clothing with fasteners |
| | spoon | Undress and dress self | Undress & dress self, | Button and fasten independently | and belt |
| Independent Living Skills | Assist in dressing | Wash hands, brush teeth | including buttons and | Brush/comb hair | Demonstrate complete care |
| | Cooperate with washing | Toilet self | fasteners | Take care of gender specific needs for | for self |
| Health Management | Cooperate with toileting | Give name, age and gender | Wash hands & brush teeth | females | Take care of gender specific |
| | Give first name | upon request | completely | Give more personal information | needs for males |
| Use of Common Tools & | Clean up own space | Attempt to pour and stir | Toilet self | Prepare to cook simple meals | Give complete personal |
| Devices | Use toys appropriately | Wipe tables | Give some personal | Complete household chores | information |
| | With assistance practice | Identify helping professions | information | Participate in age appropriate physical | Prepare meal |
| Money Management | safety drill procedures | Participate in physical | Prepare to cook | activities | Perform more complicated |
| | Remain seating during travel | activities | Complete simple household | Use simple items appropriately | household chores |
| Safety Practices | | Use simple items and tools | chores | Demonstrate how to place emergency | Develop more complicated |
| | | Begin to understand the use | Use simple common tools | numbers | household chores |
| | | of money | independently, such as paper | Grocery shop | Develop lifelong leisure |
| | | Demonstrate safety | punch | Count coins | activities |
| | | Use the school library with | Exchange money | Use next dollar strategy | Make Dr. calls |
| | | help | Demonstrate safety | Demonstrate safety | Use simple devices |
| | | | Use community library | Use community library and post office | Manage money independently |
| | | | | | Demonstrate stranger and |
| | | | | | community safety |
| | | | | | Use public transportation |

PRIMARY

FUNCTIONAL/SELF-HELP SKILLS

Focus of FUNCTIONAL/'SELF-HELP SKILLS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>Self-Help Skills</u>
based on the Indiana Academic Standards and indicators in the areas of:

- Personal Care Skills
- Independent Living Skills
- Use of Common Tools & Devices
- Safety Practices
- Community Access

Primary students (K-2) will concentrate on the following SELF-HELP SKILLS:

- Feeds self with fork
- Undress and dress self
- Wash hands, blow nose and brush teeth
- Toilet self
- Give name, age, and gender upon request
- Attempt to pour and stir
- Wipe tables
- Identify helping professions
- Participate in physical activities
- Use simple items and tools
- Begin to understand the use of money
- Demonstrate safety
- Use the school library with help

Functional Self-Help Skills

| runctional Selt-Help Skills | | | | |
|---|---|--|--|--|
| Personal Care Skills | | | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | | | |
| Eating Drinks from a straw Returns cup to table without spilling Uses thumb and two or more fingers to grasp eating utensils Feeds self Opens milk cartons Carries tray or plate without assistance Follows procedure to clean up space after eating | Boardmaker Visual Supports PCI Photo Bingo Games Life Skills Activities for Special Children, Darlene Mannix, Published by Jossey-Bass Teacher Tasks Galore for the Real World, Autism Library, SSJCS Button, zip, snap board STAR Program Communication system Adapted eating tools/spoons Scoop bowls Finger foods Snack foods Sensory diet Social stories | | | |
| Dressing Takes off pullover/front opening garments | Student clothing | | | |
| Removes pants/shorts without fasteners | Seasonal clothing | | | |
| Puts on socks | Dress me up dolls | | | |
| Puts on shoes | Dolls and seasonal clothing | | | |
| Puts on t-shirt, dress, or sweater with no fasteners | Boardmaker | | | |
| Puts on pants/shorts with elastic waist | Fastener boards/boxes | | | |

- Puts on coat or jacket
- Puts on mittens
- Unfastens snaps

Hygiene...

- Recognizes when face and hands are messy
- Washes hands completely
- Acknowledges the need to wipe nose
- Blows nose into held tissue
- Prepares toothbrush with toothpaste
- Holds toothbrush to teeth

Toileting...

- Toilets self at scheduled times
- Gets toilet paper
- Washes hands after toileting
- Closes bathroom door when using bathroom

- Visual supports
- Picture This Software
- Sensory diet
- Communication system
- Social stories

- Songs
- Boardmaker
- Bathroom
- Tissues
- Toothbrush
- Potty chairs/sears
- Visual supports
- Picture This Software
- Sensory diet
- Communication system
- Social stories
- Books: Once Upon a Potty, Everybody poops, etc.
- Boardmaker
- Picture This Software
- Songs
- Social Stories
- Visual supports
- Communication system
- Sensory diet

| Independent Living Skills | |
|---|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| Personal Information Gives last name upon request Gives age upon request Gives gender upon request | Tasks Galore (Autism Library - SSJCS) Boardmaker Visual Supports STAR Program Communication system Games |
| Household chores • Turns faucets off and on • Wipes tables | Follow Directions Carefully - Frank Schaffer Publications Recipe Handbook of Easy to Use Activities for Teaching Autistic Children - Reach Publications, Barbara Bazeghi STAR Program Communication system Social stories Boardmaker Visual supports |

ACTIVITY LESSON PLAN

| AREA | Functional Self Help Skills |
|--------------|---|
| LEVEL | |
| STANDARD# | |
| SUBJECT AREA | Independent Living Skills |
| INDICATOR | Gives last name on request, Gives age on request, Gives gender on request |
| PAGE # | |

ACTIVITY: Students sort, select, and/or pass out personal information

<u>MATERIALS NEEDED</u>: * Construction paper * markers * laminators * construct cards with student's first names, first and last names, last names, ages and gender.

<u>DIRECTIONS:</u> Students find their own card with personal information from board, or mixed up pile on floor.

<u>OPTIONAL ACTIVITY:</u> Students can be given cards with other student's info and they have to give to correct person.

Primary - Functional Self-Help Skills

| NDICATOR(S) | POSSIBLE MATERIALS AND | | |
|--|--|--|--|
| | RESOURCES: | | |
| Identifies helping professionals in the medical field | | | |
| | Health Units for Nonreaders - Mayer | | |
| Actively participates in class activities | Johnson Co. | | |
| | Communication system | | |
| Participates in a variety of age-developmentally appropriate physical activities | Boardmaker | | |
| | Tasks Galore (Autism Library - SSJCS | | |
| | STAR Program | | |
| | - | | |
| | | | |

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|---|--|
| • • | RESOURCES: |
| Uses a rolling pin to flatten material Uses a hammer to pound in objects Uses utensils to eat | Communication system Tasks Galore (Autism Library - SSJCS) Boardmaker Visual Supports STAR Program Play dough Cooking activities Utensils Developmentally appropriate toys/games Cooking to Learn - PCI Publishing |
| Money Management | I |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Recognizes that money is exchanged for wants and needs | |
| | Boardmaker |
| | Visual Supports |
| | STAR Program |
| | Communication system |
| | |
| | ● loken system |

ACTIVITY LESSON PLAN

| AREA | Functional Self-Help Skills |
|--------------|--|
| LEVEL | Primary K-2 |
| STANDARD# | |
| SUBJECT AREA | Recognizes that money is exchanged for wants and needs |
| INDICATOR | Money Management |
| PAGE # | |

ACTIVITY: Classroom Store

MATERIALS NEEDED: * Coins - real or plastic * Items to buy (pencils, pens, erasers, key chains, etc.)

* Price dots * Coin cards

<u>DIRECTIONS:</u> * Price items for students to purchase. * Give students a combination of coins.

• Students select items they want to purchase. * Students count out coins to match the price. * Students can use coin cards if they struggle with counting correct amounts.

<u>OPTIONAL ACTIVITY:</u> * Match coins to items with prices using coin cards. * Match coins to prices in store ads.

| Safety Practices | |
|---|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| Demonstrates appropriate use of playground equipment Turns on lights when in the dark Recognizes and responds to emergency alarms Locates exit signs | Boardmaker Visual Supports Social Stories STAR Program Communication system Video modeling |

Primary - Functional Self-Help Skills

| Community Access | DOCCIDI E MATERIAL CAND |
|---|-------------------------------------|
| NDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| <u>Transportation</u> | |
| Utilizes a seatbelt | |
| | Boardmaker |
| | Visual Supports |
| | Social Stories |
| | STAR Program |
| | Video modeling |
| | Books on topic |
| | • Books on Topic |
| | |
| | |
| | |
| | |
| | |
| | |
| Itilizes community resources | |
| Asks for assistance from the school librarian | |
| Finds books in the school library | |
| | |
| Checks out and returns school library materials | |



ENGLISH/LANGUAGE ARTS
PRIMARY

STANDARDS/SKILLS at a GLANCE ENGLISH/LANGUAGE ARTS

| Indiana Standards | SKILLS | | | | |
|------------------------------|----------------------------------|---------------------------------|-------------------------------|--------------------------------|-------------------------------|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| ENGLISH/LANGUAGE | | | | | |
| ARTS | | | | | |
| Word recognition | Looks at book turning one | Read and identify letters of | Recognize & name all capital | Identify letters, words, & | Recognize common |
| | page at a time | first name | & lowercase letters of | sentences | abbreviations |
| Fluency | Identifies five common signs | Identify the front cover, back | alphabet | Distinguish beginning, middle | Follow simple multiple step |
| | and symbols | cover, & title page of book | Read one-syllable & high | & ending sounds in single- | written instructions |
| Vocabulary development | Recognizes pictures of | Identify a favorite story | frequency (often heard) | syllable words (words with | Write a friendly letter |
| | familiar people, places, and | Identify two characters that | words by sight | only one vowel sound) | complete with the date, |
| Comprehension & analysis of | things | interact in a story | Identify (25) common signs | Identify and demonstrate | salutation |
| nonfiction & informational | Use symbols or objects to | Write by moving from left to | and symbols | meaning of important signs & | Arrange words in alphabetical |
| text | communicate | right and top to bottom | Understand what is read by | symbols | order |
| | Attempt to write & draw | Imitate drawing vertical, | responding to questions (who, | Use picture clues & context to | Ask for clarification and |
| Comprehension & analysis of | Communicates using one-two | horizontal and circle | what, where) | aid comprehension & to make | explanation of ideas |
| literary text | word vocalizations, signs, | Follow one-step spoken | Dictate something for an | predictions about story | |
| | symbols, or gestures | directions with prompts | adult to write down. | content | |
| Writing processes & concepts | Attend to adult directed | Give name (first & last), age & | Combine strokes and shapes | Retell a story's beginning, | |
| | activities or stories | gender upon request | to represent letters | middle, and ending | |
| Writing applications | Initiate turn taking in play and | | Give address upon request | Print legibly & space letters, | |
| | conversations | | Understand and follow one & | words, & sentences | |
| Written English language | | | two-step spoken directions | appropriately | |
| conventions | | | | Give, restate, and follow | |
| | | | | simple two-step directions | |
| Listening & speaking skills, | | | | Relate an important life event | |
| strategies, & applications | | | | or personal experience in a | |
| | | | | simple sentence | |

PRIMARY



ENGLISH/LANGUAGE ARTS

Focus of ENGLISH/LANUGUAGE ARTS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>ENGLISH/LANGUAGE ARTS</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension & Analysis of Nonfiction and informational text
- Comprehension and Analysis of Literary Text
- Writing processes and concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, and applications
 Primary students (K-2) will concentrate on the following ENGLISH/LANGUAGE ARTS skills:
- Read and identify letters of first name
- Identify the front cover, back cover, and title page of a book
- Identify a favorite story
- Identifies two characters that interact in a story
- Write by moving from left to right and from top to bottom
- Imitates drawing of vertical, horizontal and circle
- Follow one-step spoken directions with prompts
- Give (first & last) name, age, and gender upon request

English/Language Arts

| Standard 1 | | | | |
|---|--|--|--|--|
| READING: Word Recognition, Fluency, & Vocabulary Development | | | | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES | | | |
| | | | | |
| F.1.24 Match the sound that begins own name with the sound that begins another word or name | | | | |
| | PCI Reading Program | | | |
| F.1.35 Name objects from picture books | Remedia Series - Sight words Stories & seat work | | | |
| F.1.39 Talk about action pictures of family, pets, or self | Tasks Galore - preschool & beginning learners - (Autism Library- SSJCS) | | | |
| K.1.1 Identify the front cover, back cover, and title page of a book | Tasks Galore (Autism Library - SSJCS) | | | |
| K.1.2 Follow words from left to right and from top to bottom on the printed page | Dolch Word ListsSRA | | | |
| K.1.2 Tollow words from left to right and from top to bottom on the printed page | Edmark | | | |
| K.1.6 Recognize and name all letters of first name | Boardmaker | | | |
| | Writing with Symbols | | | |
| K.1.17 Read own name | Manipulatives | | | |
| | Visual Supports | | | |
| K.1.21 Identify (10) common signs and symbols | Alphabet-Theme-A-Saurus by Jean | | | |
| | Warren | | | |
| | My Sidewalk, Scott Foresman | | | |
| | Basic Reading Comprehension Kit for | | | |
| | Hyperlexia and Autism, Linguisystems | | | |
| | • I Can Read, Fran Parker, books A- G | | | |
| | • Reading is Fun, Fran Parker, books 1 - 6, | | | |
| | Teddy Bear Press | | | |
| | Functional Basic Reading Series, Stanwix | | | |
| | House Inc., Pittsburgh, Pa | | | |
| | Early Learning Concepts Kit; Comparing Characteristics Contraction | | | |
| | Sizes, Shape Matching, Category | | | |
| | Sorting, What Goes Together, Lakeshore | | | |
| | Community Signs, DLM (Developmental | | | |

Learning Materials • Quizmo; Alphabet 3-8, Alphabet 5-8, Phonetic World Class Learning Materials, Baltimore, MD • Early Learning Skills Games, Opposites, Associations, Positions, Patterning; Smelthport Specialty Co., Smelthport, PA • Hands On Learning Activities Puzzles; Color and Shape, Number, Rhyming, Beginning Sound, Vowel, Classifying, Teacher Friend Publications (Scholastic) • Picture Directions - Building Independence Step by Step, IEP Resources/Attainment Company • Primary Curriculum Experiences for Literacy, Learning, & Living, Mayer-Johnson • Month by Month Reading and Writing for Kdg, Dorothy P. Hall & Patricia M. Cunningham, Waterford Early Literacy Program • Language for Learning, SRA Sing and Read Color Songs - Frog Street Press • Sing and Read Shapes - Frog Street Press • STAR Program Communication system

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|--|
| LEVEL | Primary Grades K - 2 |
| STANDARD# | 1 |
| SUBJECT AREA | READING: Word Recognition, Fluency, and Vocabulary Development |
| INDICATOR | K.1.17 Read their own name |
| PAGE # | |

ACTIVITY: Morning Attendance Routine

MATERIALS NEEDED: * Laminated construction paper with each child's photo on it.

Laminated cards with student names typed upon them. Velcro to place name next to student's photo). *
 Dry erase marker

<u>DIRECTIONS</u>: * As student enters classroom at beginning of day, they will locate their name from a bag or basket of names (with assistance if needed) * Student will place name next to their photo. * If able, student will write name next to photo with dry erase marker.

OPTIONAL ACTIVITY:

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|--|
| LEVEL | Primary K-2 |
| STANDARD# | 1 |
| SUBJECT AREA | Reading: Word Recognition, Fluency, and Vocabulary Development |
| INDICATOR | K.1.6 Recognize and name all letters of first name |
| PAGE # | |

ACTIVITY: Name Letter Scramble

MATERIALS NEEDED: * Construction paper divided into 2" squares. * Black marker * Laminator

Scissors * baggies

<u>DIRECTIONS</u>: Write the letters of each student's first name in the squares. Laminate and cut out squares.

Each student practices placing letters in order naming the letters and matching the letters to a model.

OPTIONAL ACTIVITY: Letters can be backed with Velcro and placed on strip or board

| READING: Comprehension & Analysis of Nonfiction & Informational Text | |
|--|--|
| INDICATOR(5) | POSSIBLE MATERIALS & RESOURCES |
| F.3.2 Actively look for or keep attending to things an adult points to, shows, or talks about F.3.17 Identify a location where he/she is going or has been | PCI Reading Program Remedia Series - Sight words Stories & seat work Tasks Galore - preschool & beginning learners - (Autism Library - SSJCS) Tasks Galore (Autism Library - SSJCS) Dolch Word Lists SRA Edmark Boardmaker Writing with Symbols Manipulatives Visual Supports Alphabet-Theme-A-Saurus by Jean Warren My Sidewalk, Scott Foresman Basic Reading Comprehension Kit for Hyperlexia and Autism, Linguisystems I Can Read, Fran Parker, books A- G Reading is Fun, Fran Parker, books 1 - 6, Teddy Bear Press Functional Basic Reading Series, Stanwix House Inc., Pittsburgh, Pa Early Learning Concepts Kit; Comparing Sizes, Shape Matching, Category Sorting, What Goes Together, Lakeshore Community Signs, DLM (Developmental Learning Materials Quizmo; Alphabet 3-8, Alphabet 5-8, |

| Phonetic World Class Learning Materials, Baltimore, MD Early Learning Skills Games, Opposites, Associations, Positions, Patterning: Smelthport Specialty Co., Smelthport, PA Hands On Learning Activities Puzzles; Color and Shape, Number, Rhyming, Beginning Sound, Vowel, Classifying, Teacher Friend Publications (Scholastic) Picture Directions - Building Independence Step by Step, IEP Resources/Attainment Company Primary Curriculum Experiences for Literacy, Learning, & Living, Mayer- Johnson Month by Month Reading and Writing for Kdg, Dorothy P. Hall & Patricia M. Cunningham, Waterford Early Literacy Program Language for Learning, SRA Sing and Read Color Songs - Frog Street Press Sing and Read Shapes - Frog Street Press |
|---|
| Sing and Read Shapes - Frog Street |
| |

| STANDARD 3 | |
|--|--------------------------------------|
| READING: Comprehension & Analysis of Literary Text | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| B.1.20 Anticipate actions, sounds, or phrases from a predictable story | |
| | |
| F.2.1 Identify a favorite story | PCI Reading Program |
| | Remedia Series - Sight words |
| F.2.5 Tell one things that happens in a familiar story | Stories & seat work |
| | Tasks Galore - preschool & |
| F.3.7 Tell something that a favorite character does in a story | beginning learners - (Autism |
| | Library- SSJCS) |
| F.3.16 Act out familiar scripted events and routines | Tasks Galore (Autism Library - |
| | SSJCS) |
| F.3.10 Identify two characters that interact in a story | Dolch Word Lists |
| | SRA Edmark |
| | Boardmaker |
| | Writing with Symbols |
| | Manipulatives |
| | Visual Supports |
| | Alphabet-Theme-A-Saurus by Jean |
| | Warren |
| | My Sidewalk, Scott Foresman |
| | Basic Reading Comprehension Kit |
| | for Hyperlexia and Autism, |
| | Linguisystems |
| | I Can Read, Fran Parker, books A- G |
| | Reading is Fun, Fran Parker, books 1 |
| | - 6, Teddy Bear Press |
| | Functional Basic Reading Series, |
| | Stanwix House Inc., Pittsburgh, Pa |
| | Early Learning Concepts Kit; |
| | Comparing Sizes, Shape Matching, |
| | Category Sorting, What Goes |
| | Together, Lakeshore |

• Community Signs, DLM (Developmental Learning Materials • Quizmo; Alphabet 3-8, Alphabet 5-8, Phonetic World Class Learning Materials, Baltimore, MD • Early Learning Skills Games, Opposites, Associations, Positions, Patterning; Smelthport Specialty Co., Smelthport, PA • Hands On Learning Activities Puzzles; Color and Shape, Number, Rhyming, Beginning Sound, Vowel, Classifying, Teacher Friend Publications (Scholastic) • Picture Directions - Building Independence Step by Step, IEP Resources/Attainment Company • Primary Curriculum Experiences for Literacy, Learning, & Living, Mayer-Johnson • Month by Month Reading and Writing for Kdg, Dorothy P. Hall & Patricia M. Cunningham, Waterford Early Literacy Program • Language for Learning, SRA • Sing and Read Color Songs - Frog Street Press • Sing and Read Shapes - Frog Street

PressSTAR Program

• Letter Bingo

Communication system

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|---|
| B.2.10 Engage someone else to record ideas in words, drawings, or symbols B.2.14 Use drawings or pictures to represent objects F.5.6 Scribble a message on a card or picture K.4.5 Write by moving from left to right and from top to bottom | Handwriting Without Tears Tasks Galore (Autism Library - SSJCS) Boardmaker Visual Supports Sensory Diet Creative Writing Flip Charts, Learning Resources STAR Program Communication system Sand tray Shaving cream Squiggle writer pen Templates Art easel Slant boards Raised line paper Pencil grippers Computer/touch window Dry erase boards Sidewalk chalk Chalk and chalkboard |

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|--|
| F.5.7 Use writing or symbols to share an idea with someone | Handwriting Without Tears Tasks Galore (Autism Library - SSJCS) Boardmaker Visual Supports Sensory Diet Creative Writing Flip Charts, Learning Resources STAR Program Communication system Magnadoodle Sand tray Shaving cream Squiggle writer pen Templates Art easel Slant boards Raised line paper Pencil grippers Computer/touch window Dry erase boards Sidewalk chalk Chalk and chalkboard |

Primary - English/Language Arts

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|--|--|
| | RESOURCES: |
| B.2.1.8 Imitate drawing a vertical line | Handwriting Without Tears |
| - | Tasks Galore (Autism Library - SSJC) |
| 3.2.19 Imitate drawing a horizontal line | Boardmaker |
| • | Visual Supports |
| 3.2.20 Imitate drawing a circle | Sensory Supports |
| | Creative Writing Flip Charts, Learning |
| | Resources |
| | STAR Program Sand tray |
| | Shaving cream |
| | Squiggle writer pen |
| | Templates |
| | • Art easel |
| | Slant boards |
| | Raised line paper |
| | Pencil grippers |
| | Computer/touch window |
| | Dry erase boards |
| | Sidewalk chalk |
| | Chalk and chalkboard |

Primary - English/Language Arts

| NDICATOR(S) | Applications POSSIBLE MATERIALS AND | | |
|--|---|--|--|
| | RESOURCES: | | |
| B.3.12 Jointly attend to pictures in books for several minutes | * Communication system | | |
| | Boardmaker | | |
| 7.7.4 Follow one-step spoken directions with prompts | Picture Books | | |
| | Visual Supports | | |
| F.7.21 Engage in reciprocal conversations for two or three exchanges | Assistive Technology (high and low tech) | | |
| F.7.39 Give (first & last) name, age, and gender upon request | Sing and Read Color Songs - Frog Street Press | | |
| | Sing and Read Shapes - Frog Street Press | | |
| | STAR Program | | |
| | Microphone | | |
| | Picture This Software | | |
| | Tape recorder | | |
| | Language master | | |
| | Super duper publications | | |
| | Lingui Systems, Inc. | | |



MATHMATICS PRIMARY

| | STANDARDS/ | SKILLS at a | GLANCE - | MATHEMATICS | |
|---------------------------|--|---|---|---|--|
| Indiana Standards | ndiana Standards SKILLS | | | | |
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Mathematics | | | | Count, read & write whole numbers up to 100. | |
| Number sense Computation | Match like numerals Give 1 object when asked Give 'more' when asked Put objects into groups by | Count a number of objects up to 12 Match number symbols with amounts to 12 | Identify the next number in a series of numbers up to 31 Count, read, & write whole numbers up to 31 | Count by ones, fives, and tens to 100. Identify numbers up to 100 in various combinations of tens and ones. | Represent, compare, & interpret data using pictures & picture graphs. Solve problems involving |
| Algebra & Functions | attributes Distinguish big and little | Apply one-to-one correspondence with | Compare sets of up to ten objects & identify whether one | Model addition by joining sets of objects (for any 2 sets with fewer than | multiplication & division of any whole numbers |
| Geometry | Choose between 2 activities Complete an inset puzzle of 3 | objects & people Reproduce simple AB | set is equal to, more than, or less than another | 10 objects when joined) Model subtraction by removing objects | with a calculator. Demonstrate the |
| Measurement | or more pieces | patterns of concrete objects | Use manipulatives for addition situations for sums less than | from sets (for numbers less than 10) Demonstrate the meaning of the | relationships among inch, foot, and yard. |
| Problem solving | | Sort a group of objects by more than one way Complete interlocking puzzle of 8 to 12 pcs. Relate time to events with pictures and symbols | five Use manipulatives for subtraction situations for sums less than five. Identify, sort & classify objects by size, number, & other attributes. Identify objects that do not belong to a particular group. Copy circles, squares, triangles, and rectangles Identify 10 body parts Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendar are tools that measure time. Tell time to the nearest hour & relate time to events (before/after, shorter/longer) Identify and give the values of pennies, nickels, dimes, quarters, and dollars. | symbols +, -, and =. Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment any specify their locations. Make direct comparisons of length, capacity, weight, temperature of objects, & recognize which object is shorter, longer, taller, lighter, or holds more. Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, year. Understand that clocks & calendars are tools that measure time and match clock face to event. Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer) Identify and give the values of collections of pennies, nickels, & dimes. Find the value of collection of pennies, nickels, dimes, quarters, and dollars. | Read a thermometer. Tell time to the nearest minute and find how much time has elapsed. |

PRIMARY

MATHEMATICS



Focus of MATHEMATICS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>MATHEMATICAL</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem solving

Primary (K-2) will concentrate on the following MATHEMATICAL skills:

- Count a number of objects up to 12
- Match number symbols with amounts up to 12
- Apply one-to-one correspondence with objects and people
- Reproduce simple AB patterns of concrete objects
- Sort a group of objects by more than one way
- Complete interlocking puzzle of 8 to 12 pieces
- Relate time to events with pictures and symbols

MATHEMATICS

STANDARD 1

| Number Sense | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.1 Sing and dance to a number song | |
| F.1.2 Count a number of objects up to 12 | Touch math KitsTouch Money Kit |
| F.1.6 Use whole numbers up to 12 to describe objects and experiences | Touch Money GameCoin-u-lator |
| F.1.10 Rote count to 12 | See and Solve CalculatorBoardmaker |
| F.1.11 Give 'all' objects when asked | Visual SupportsTasks Galore (Autism Library - SSJCS) |
| F.1.17 Match number symbols with amounts to 12 | Tasks Galore, Making Groups Meaningful, (Autism Library - SSJCS) |
| F.1.18 Apply one-to-one correspondence with objects and people | Basic Picture Math, PCI Numicon Kits, Numicon Ltd. Hands on Math Center: Sorting, Patterning, Shape Matching, Counting, Measuring, Graphing, Lakeshore Learn to Read/Read to Learn, Creative Teaching Press Math Series I See Shapes, Creative Teaching Press Math Series I See Patterns, Creative Teaching Press Math Series Barney Bear Gets Dressed, Creative Teaching Math Series Our Pumpkin, Creative Teaching Math Series The Time is Now, Elizabeth Foster, |

ACTIVITY LESSON PLAN

| AREA | Mathematics |
|--------------|---|
| LEVEL | Pre-K Primary Grades K-2 |
| STANDARD# | 1 |
| SUBJECT AREA | Math & Gross Motor Skills |
| INDICATOR | F.1.10 rote count to 12 |
| | F.3.5 Attempt novel gross/fine motor and sensory activities |
| PAGE # | |

ACTIVITY: Counting Dice

<u>MATERIALS NEEDED</u>: * 2 large dice either purchased (Roll & Learn Dice from United Arts and Education, or made from tissue boxes. * Number cards * Pictures of various exercises (boardmaker pics of jump, dance, reach up, Jumping Jacks, touch toes, etc.)

<u>DIRECTIONS</u>: * Print number and exercise cards. * Place number cards on one dice and exercise pictures on other dice. * Students stand or sit in circle and take turns rolling the dice. * The student who rolled the dice will state or show the number and the exercise shown. * All students will perform exercise while counting out loud.

OPTIONAL ACTIVITY: Put number words or dots for counting on dice instead of #.

ACTIVITY LESSON PLAN

| AREA | Mathematics | |
|--------------|--|--|
| LEVEL | Primary K - 2 | |
| STANDARD# | 1 | |
| SUBJECT AREA | Number Sense | |
| INDICATOR | F.1.2 Count a number of objects up to 12 | |
| PAGE # | | |

ACTIVITY: Counting Objects 1 to 5

MATERIALS NEEDED: * counters * Number cards 1 to 5

<u>DIRECTIONS</u>: Student identifies number cards and puts on table in order. * Student counts correct number of objects and places on card. * Student completes each card.

<u>OPTIONAL ACTIVITY:</u> Count objects as they are placed. Use edible markers such as, gold fish crackers, cheerios, etc.

ACTIVITY LESSON PLAN

| AREA | Mathematics | |
|--------------|---|--|
| LEVEL | Primary K-2 | |
| STANDARD# | 1 | |
| SUBJECT AREA | Number Sense | |
| INDICATOR | K.1.7 Match number symbols with amounts to 12 | |
| PAGE # | | |

ACTIVITY: Matching numerals to dominoes or pictures

<u>MATERIALS NEEDED:</u> * Cards with numerals printed in large print. * Cards with dots 1 - 10 as on dominoes * Large cards with numerals and stick on objects to count

<u>DIRECTIONS</u>: Make numeral cards and domino cards with poster board, broad tip markers and bingo stamps. Purchase cards with numerals and stick on objects.

<u>OPTIONAL ACTIVITY:</u> Children name the numeral and match to domino cards by counting the dots. Or use the commercially prepared cards.

ACTIVITY LESSON PLAN

| AREA | Mathematics |
|--------------|--|
| LEVEL | Primary K-2 |
| STANDARD# | 1 |
| SUBJECT AREA | Number Sense |
| INDICATOR | F.1.17 Match number symbols with amounts |
| PAGE # | |

ACTIVITY: Stand on number

MATERIALS NEEDED: 12" X 12" cards of numbers 0 to 12. Laminate and put non-skid material on back.

Make 12" X 12" cards with different amount of objects 0 to 12.

<u>DIRECTIONS:</u> Numbers are place on floor in sequential or random order. Teacher shows amount card and student finds the correct number and stands on it.

OPTIONAL ACTIVITY: Match numbers to numbers or objects to objects.

ACTIVITY LESSON PLAN

| AREA | Mathematics |
|--------------|--|
| LEVEL | Primary Grades K-2 |
| STANDARD# | 1 |
| SUBJECT AREA | Number Sense |
| INDICATOR | F.1.17 Match number symbols with amounts |
| PAGE # | |

ACTIVITY: Dot Art Number Book

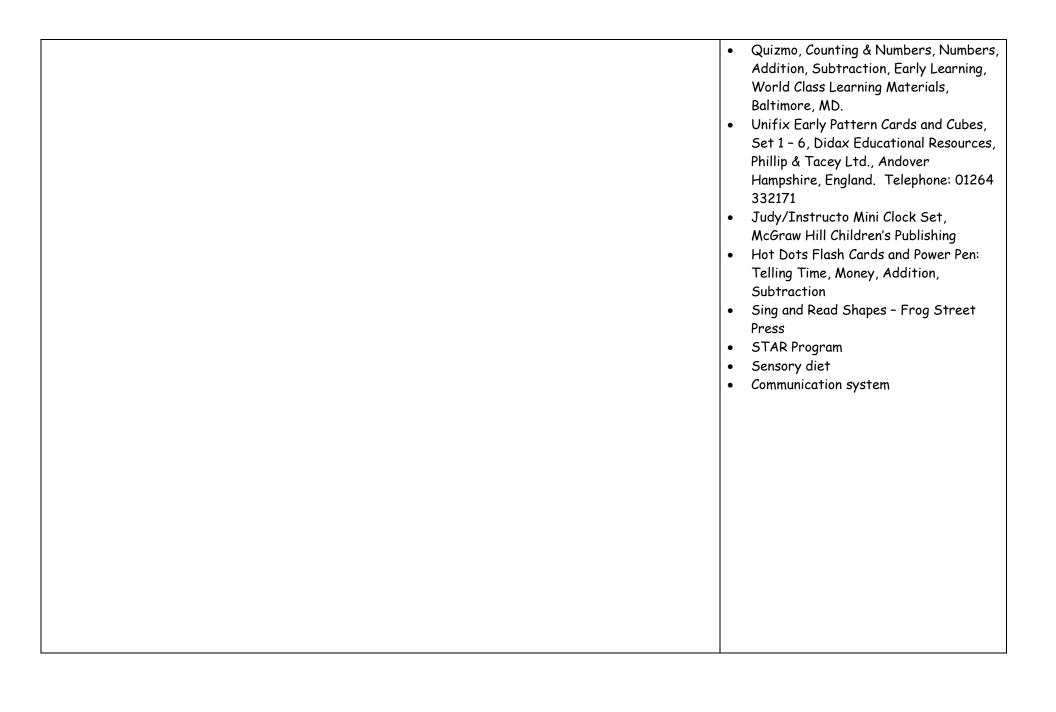
<u>MATERIALS NEEDED:</u> * Construction paper for front and back cover of book. * 10 pages of white paper for inside of each book. * Black permanent marker * Stapler * Dot art markers (Bingo markers)

<u>DIRECTIONS</u>: * Students will make cover for the number book using the construction paper.

• Students will write numbers 0 - 9 on white paper with assistance as needed. * Teacher will model marking touchpoints on each number with the dot art markers. The touchpoints correspond with the Touch Math program. * When ink is dry, students will staple pages together in correct order. * Students can practice counting touchpoints on each page with help as needed.

OPTIONAL ACTIVITY: Task box activity. Use Velcro to place dots on laminated number cards.

| STANDARD 2 | |
|--|--|
| Computation | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.2.3 Count on fingers | Touch math KitsTouch Money Kit |
| F.2.6 Make a collection of items smaller by taking away items when asked | Touch Money Game Coin-u-lator |
| F.2.7 Make a collection of items larger by adding items when asked | Coin-U-lator See and Solve Calculator Boardmaker Visual Supports Tasks Galore (Autism Library - SSJCS) Tasks Galore, Making Groups Meaningful, (Autism Library - SSJCS) Basic Picture Math, PCI Numicon Kits, Numicon Ltd. Hands on Math Center: Sorting, Patterning, Shape Matching, Counting, Measuring, Graphing, Lakeshore Learn to Read/Read to Learn, Creative Teaching Press Math Series I See Shapes, Creative Teaching Press Math Series I See Patterns, Creative Teaching Press Math Series Barney Bear Gets Dressed, Creative Teaching Math Series Our Pumpkin, Creative Teaching Math Series The Time is Now, Elizabeth Foster, Books 1 - 4, Pro-Ed, 8700 Shoal Creek Blvd., Austin Texas Counting Money, Elizabeth Foster, Books 1 - 5, Pro-Ed |



| STANDARD 3 | |
|--|--|
| Algebra & Functions | |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| F.3.1 Follow along and imitate patterns of sounds and movement | * Communication system |
| | * Touch math Kits |
| F.2.2 Reproduce simple AB patterns of concrete objects | Touch Money Kit |
| | Touch Money Game |
| F.3.4 Represent objects/activities by drawing or selecting pictures | • Coin-u-lator |
| | See and Solve Calculator |
| F.3.10 Name groups of objects | Boardmaker |
| | Visual Supports |
| F.3.3.7 Plot and label whole numbers on a number line or grid up to 10 | Tasks Galore (Autism Library - SSJCS) |
| | Tasks Galore, Making Groups |
| | Meaningful, (Autism Library - SSJCS) |
| | Basic Picture Math, PCI |
| | Numicon Kits, Numicon Ltd. |
| | Hands on Math Center: Sorting, |
| | Patterning, Shape Matching, Counting, Measuring, Graphing, Lakeshore |
| | Learn to Read/Read to Learn, Creative |
| | Teaching Press Math Series |
| | I See Shapes, Creative Teaching Press Math Series |
| | I See Patterns, Creative Teaching |
| | Press Math Series |
| | Barney Bear Gets Dressed, Creative |
| | Teaching Math Series |
| | Our Pumpkin, Creative Teaching Math |
| | Series Series |
| | The Time is Now, Elizabeth Foster, |
| | Books 1 – 4, Pro-Ed, 8700 Shoal Creek |
| | Blvd., Austin Texas |
| | Counting Money, Elizabeth Foster, |

| 116 | Books 1 - 5, Pro-Ed Quizmo, Counting & Numbers, Numbers, Addition, Subtraction, Early Learning, World Class Learning Materials, Baltimore, MD. Unifix Early Pattern Cards and Cubes, Set 1 - 6, Didax Educational Resources, Phillip & Tacey Ltd., Andover Hampshire, England. Telephone: 01264 332171 Judy/Instructo Mini Clock Set, McGraw Hill Children's Publishing Hot Dots Flash Cards and Power Pen: Telling Time, Money, Addition, Subtraction Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |
|-----|--|
| | Numbers, Addition, Subtraction, Early |
| | Materials, Baltimore, MD. Unifix Early Pattern Cards and Cube Set 1 - 6, Didax Educational Resources, Phillip & Tacey Ltd., Andover Hampshire, England. |
| | Judy/Instructo Mini Clock Set, McGraw Hill Children's Publishing Hot Dots Flash Cards and Power Pen: Telling Time, Money, Addition, Subtraction |
| | Press • STAR Program |
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| STANDARD 4 | |
|--|---|
| Geometry | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.4.7 Sort a group of objects by more than one way | Communication system Touch math Kits |
| F.4.20 Complete interlocking puzzle 8 to 12 pieces | Touch Money KitTouch Money Game |
| F.4.17 Identify five body parts | Coin-u-lator See and Solve Calculator Boardmaker Visual Supports Tasks Galore (Autism Library - SSJCS) Tasks Galore, Making Groups Meaningful, (Autism Library - SSJCS) Basic Picture Math, PCI Numicon Kits, Numicon Ltd. Hands on Math Center: Sorting, Patterning, Shape Matching, Counting, Measuring, Graphing, Lakeshore Learn to Read/Read to Learn, Creative Teaching Press Math Series I See Shapes, Creative Teaching Press Math Series |
| | I See Patterns, Creative Teaching Press Math Series |
| | Barney Bear Gets Dressed, Creative Teaching Math Series |
| | Our Pumpkin, Creative Teaching Math Series |
| | The Time is Now, Elizabeth Foster, Books 1 - 4, Pro-Ed, 8700 Shoal Creek Blvd., Austin Texas Counting Money, Elizabeth Foster, Books |

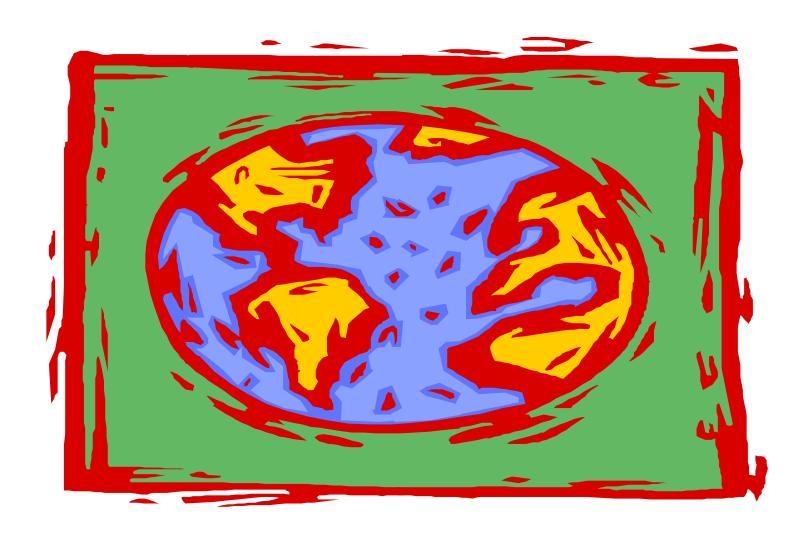
| | 1 - 5, Pro-Ed Quizmo, Counting & Numbers, Numbers, Addition, Subtraction, Early Learning, World Class Learning Materials, Baltimore, MD. Unifix Early Pattern Cards and Cubes, Set 1 - 6, Didax Educational Resources, Phillip & Tacey Ltd., Andover Hampshire, England. Telephone: 01264 332171 Judy/Instructo Mini Clock Set, McGraw Hill Children's Publishing Hot Dots Flash Cards and Power Pen: Telling Time, Money, Addition, Subtraction Sing and Read Shapes - Frog Street Press STAR Program Sensory diet |
|--|--|
|--|--|

| STANDARD 5 | | |
|---|--|--|
| Measurement | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
| F.5.2 Follow steps in a simple routine F.5.3 Order three objects by size | Communication system Touch math Kits Touch Money Kit Touch Money Game | |
| F.5.4 Use any descriptive word or gesture to express amount or size | Coin-u-lator See and Solve Calculator | |
| F.5.9 Communicate feelings of hot and cold | Boardmaker Visual Supports | |
| F.5.14 Relate time to events with pictures and symbols | Tasks Galore (Autism Library - SSJCS) Tasks Galore, Making Groups | |
| F.5.17 Tell what activity comes first and what follows in a sequence | Meaningful, (Autism Library - SSJCS) • Basic Picture Math, PCI | |
| | Numicon Kits, Numicon Ltd. Hands on Math Center: Sorting, Patterning, Shape Matching, Counting, Measuring, Graphing, Lakeshore Learn to Read/Read to Learn, Creative Teaching Press Math Series I See Shapes, Creative Teaching Press Math Series I See Patterns, Creative Teaching Press Math Series Barney Bear Gets Dressed, Creative Teaching Math Series Our Pumpkin, Creative Teaching Math Series The Time is Now, Elizabeth Foster, Books 1 - 4, Pro-Ed, 8700 Shoal Creek Blvd., Austin Texas | |

| Counting Money, Elizabeth Foster, Books 1 - 5, Pro-Ed Quizmo, Counting & Numbers, Numbers, Addition, Subtraction, Early Learning, World Class Learning Materials, Baltimore, MD. Unifix Early Pattern Cards and Cubes, Set 1 - 6, Didax Educational Resources, Phillip & Tacey Ltd., Andover Hampshire, England. Telephone: 01264 332171 Judy/Instructo Mini Clock Set, McGraw Hill Children's Publishing Hot Dots Flash Cards and Power Pen: Telling Time, Money, Addition, Subtraction Sing and Read Shapes - Frog Street Press STAR Program |
|--|
| |

| STANDARD 6 | |
|---|--|
| Problem Solving | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES |
| B.6.17 Identify when objects are different | * Communication system |
| | * Touch math Kits |
| F.6.2 Identify the missing object | Touch Money Kit |
| | Touch Money Game |
| F.6.18 Imitate the use of an adult tool in play | • Coin-u-lator |
| | See and Solve Calculator |
| | Boardmaker |
| | Visual Supports |
| | • Tasks Galore (Autism Library - SSJCS) |
| | Tasks Galore, Making Groups Meaningful |
| | (Autism Library - SSJCS) |
| | Basic Picture Math, PCI |
| | Numicon Kits, Numicon Ltd. |
| | Hands on Math Center: Sorting, |
| | Patterning, Shape Matching, Counting, |
| | Measuring, Graphing, Lakeshore |
| | Learn to Read/Read to Learn, Creative |
| | Teaching Press Math Series |
| | I See Shapes, Creative Teaching Press |
| | Math Series |
| | I See Patterns, Creative Teaching Press |
| | Math Series |
| | Barney Bear Gets Dressed, Creative |
| | Teaching Math Series |
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| | Blvd., Austin Texas |
| | Counting Money, Elizabeth Foster, Books |
| | 1 - 5, Pro-Ed |

| Quizmo, Counting & Numbers, Numbers, Addition, Subtraction, Early Learning, World Class Learning Materials, Baltimore, MD. Unifix Early Pattern Cards and Cubes, Set 1 - 6, Didax Educational Resources, Phillip & Tacey Ltd., Andover Hampshire, England. Telephone: 01264 332171 Judy/Instructo Mini Clock Set, McGraw Hill Children's Publishing Hot Dots Flash Cards and Power Pen: Telling Time, Money, Addition, Subtraction Sing and Read Shapes - Frog Street Press STAR Program |
|---|
| |



SOCIAL SCIENCES PRIMARY

STANDARDS/SKILLS at a GLANCE SOCIAL SCIENCES

| Indiana Standards | SKILLS | | | | |
|--------------------------|---|--|--|---|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SCIENCES | | | | | |
| The nature of science & | Holds a crayon or marker | Use the five senses. | Ask and answer question | Recognize that some | Use tools to observe, |
| technology | Engage in pretend play. Activate simple machines or | Use a variety of scientific tools. | about his/her world. Observe and describe | materials can be used over again. | measure, design, and build things. |
| The Physical setting | cause & effect toys Investigate the physical | Follow classroom rules. Sequence recurring events. | properties of objects. Give examples of plants and | Recognize that most living things need food, water, and | Discuss and describe examples of technology. |
| The living environment | surroundings. Cooperate with a routine. | Work & play cooperatively with others. | animals. Identify the week, months of | air. Identify and follow school | Demonstrate that a variety of living things can be sorted |
| History | Look of picture books & listen to stories. | Help clean up after an activity. | the year, seasons of the year Determine what types of | rules. Use words related to location, | into groups by various features. |
| Civics and Government | Assist with daily needs. Help clean up after an activity | | clothes to wear based on weather. | direction and distance. Identify maps. | Explain that eating healthy foods and getting exercise |
| Geography | with prompting. Demonstrate early play skills. | | Identify individuals who are important in individual's life. | Identify places in the local community. | and rest help people stay healthy. |
| Individuals, Society and | /. / | | · | , | Explain that Indiana is one of |
| Culture | | | | | 50 states in the USA. Identify directions on a map. Use community resources. |

PRIMARY

SOCIAL SCIENCES

Focus of SOCIAL SCIENCES within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>SOCIAL</u>

<u>SCIENCES</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society, and Culture

Primary (K-2) will concentrate on the following SOCIAL SCIENCES skills:

- Use the 5 senses
- Use a variety of scientific tools
- Follow classroom rules
- Sequence recurring events
- Work and play cooperatively with others
- Help clean up after an activity

SOCIAL SCIENCES

Science Standard 1

| The Nature of Science & Technology | T |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.5 Use the five senses (touch, taste, smell, sight, sound) to investigate the environment and to gather information | * Communication system * Tasks Galore (Autism Library - SSJCS) • Boardmaker • Visual Supports |
| F.1.6 use a variety of 'scientific tools' (balance scales, magnifying glasses, measuring cups, food coloring) with assistance to investigate the environment and to gather information | Magic School Bus, DVD & Books A Butterfly is Born, Early Science/Life Cycles, New Bridge Educational |
| F.1.9 Answer questions about his/her world | Publishing, Northborough, MA www.newbridgeonline.com Science Series, Creative Teaching Press, Inc. Reach to Learn/Learn to Reach 5 Books Buttons Buttons, Is It Alive, See How It Grows, How's the Weather, I See Colors STAR Program Sensory diet |
| | |
| | |

| SCIENCE STANDARD 3 | |
|--|--|
| The Physical Setting INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES |
| F.3.7 Identify and/or make comments about the sun, stars, planets, and clouds and moon | * Communication system • Tasks Galore (Autism Library - SSJCS) • Boardmaker • Visual Supports • Magic School Bus, DVD & Books • A Butterfly is Born, Early Science/Life Cycles, New Bridge Educational Publishing, Northborough, MA www.newbridgeonline.com • Science Series, Creative Teaching Press Inc. Read to Learn/Learn to Read 5 Books Buttons Buttons, Is It Alive, See How I Grows, How's the Weather, I See Colors • STAR Program |

| SCIENCE STANDARD 4 | |
|---|---|
| The Living Environment | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.3.9 Observe and explore a variety of live plants and animals | Communication system Tasks Galore (Autism Library - SSJCS) |
| F.3.10 Take care of familiar plants and animals with assistance | BoardmakerVisual Supports |
| F.3.13a Sort things by two attributes or characteristics | Magic School Bus, DVD & Books A Butterfly is Born, Early Science/Life Cycles, New Bridge Educational Publishing, Northborough, MA www.newbridgeonline.com Science Series, Creative Teaching Press, Inc. Read to Learn/Learn to Read 5 Books Buttons Buttons, Is It Alive, See How It Grows, How's the Weather, I See Colors |

| Social Studies Standard 1 | | | |
|--|--|--|--|
| History | | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | | |
| F.1.1 Sequence recurring events ("After I eat lunch, I go to recess") with prompting | Communication system Tasks Galore (Autism Library - | | |
| F.1.6 Show anticipation through appropriate behaviors for regularly scheduled events | SSJCS) • Boardmaker | | |
| F.1.12 Recall information about the immediate past | Visual Supports Magic School Bus, DVD & Books A Butterfly is Born, Early Science/Life Cycles, New Bridge Educational Publishing, Northborough, MA www.newbridgeonline.com Science Series, Creative Teaching Press, Inc. Read to Learn/Learn to Read 5 Books Buttons Buttons, Is It Alive, See How It Grows, How's the Weather, I See Colors STAR Program | | |

| Social Studies Standard 2 | |
|---|---|
| Civics & Government | |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| B.2.7 Perform simple chores on a daily basis | * Communication system |
| | Tasks Galore (Autism Library - |
| B.2.12 Listen to stories about helping | SSJCS) |
| | Boardmaker |
| F.2.16 Identify the U.S. flag | Visual Supports |
| | Magic School Bus, DVD & Books |
| K.2.2 Follow rules in the classroom and school with prompts | A Butterfly is Born, Early |
| | Science/Life Cycles, New Bridge |
| | Educational Publishing, Northborough, |
| | MA <u>www.newbridgeonline.com</u> |
| | Science Series, Creative Teaching |
| | Press, Inc. |
| | Read to Learn/Learn to Read 5 |
| | Books Buttons Buttons, Is It Alive, |
| | See How It Grows, How's the |
| | Weather, I See Colors |
| | STAR Program |
| | Sensory diet |
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ACTIVITY LESSON PLAN

| AREA | Social Studies |
|--------------|--|
| LEVEL | Primary K-2 |
| STANDARD# | #2 |
| SUBJECT AREA | Civics and Government |
| INDICATOR | B.2.7 Perform Simple Chores on a Daily Basis |
| PAGE # | |

ACTIVITY: Getting Ready for the Day

MATERIALS NEEDED: * Assigned cubbies for each child. * Notebook or folder for each child.

 Designated place on teacher's desk for folders. Visual supports for each step of activity. * Individual daily schedule

<u>DIRECTIONS:</u> Students check schedules (if needed) and go to cubbies. They follow the visual schedule for doing each step. * Remove book bag * Place book bag in cubby * Remove coats, jackets, etc. * Place coats, jackets, etc. in cubby * Remove communication folder from bag. * Place folder on teacher's desk. * Direct back to schedule for next activity

OPTIONAL ACTIVITY:

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|--|--------------------------------------|
| | RESOURCES: |
| B.3.7 Name and locate eyes, ears, or nose when asked | * Tasks Galore (Autism Library - |
| | SSJCS) |
| F.3.6 Point out and name various rooms in the house | Boardmaker |
| | Visual Supports |
| F.3.36 Help clean up after doing an activity | Magic School Bus, DVD & Books |
| | A Butterfly is Born, Early |
| | Science/Life Cycles, New Bridge |
| | Educational Publishing, Northborough |
| | MA <u>www.newbridgeonline.com</u> |
| | Science Series, Creative Teaching |
| | Press, Inc. |
| | Read to Learn/Learn to Read 5 |
| | Books Buttons Buttons, Is It Alive, |
| | See How It Grows, How's the |
| | Weather, I See Colors |
| | STAR Program |
| | Communication system |
| | Sensory diet |

| Social Studies Standard 5 | | | |
|---|---|--|--|
| Individuals, society, & Culture | | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | | |
| B.5.6 Work and play cooperatively with others | Communication system Tasks Galore (Autism Library - | | |
| B.5.15 Say please and thank you | SSJCS) • Boardmaker | | |
| F.5 Distinguish between adults and children | Visual Supports Magic School Bus, DVD & Books A Butterfly is Born, Early Science/Life Cycles, New Bridge Educational Publishing, Northborough, MA www.newbridgeonline.com Science Series, Creative Teaching Press, Inc. Read to Learn/Learn to Read 5 Books Buttons Buttons, Is It Alive, See How It Grows, How's the Weather, I See Colors STAR Program Group games Sensory diet Social stories | | |



SOCIAL SKILLS PRIMARY

STANDARDS/SKILLS at a GLANCE SOCIAL SKILLS

| Indiana Standards | SKILLS | | | | |
|--|---|---|---|---|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SKILLS | | | | | |
| Personal self management skills Decision making and goal setting. Responsibility Personal & Social Behavior | Interact during games. Use spatial relationships with objects. Imitate. Understand cause & effect. Use adults as resources. Follow rules for games. Use basic rhythmic movements. | Express feelings of self. Appropriately respond to others. Have an awareness of safety. Work cooperatively. Work independently. Develop positive attitude towards self. | Develop self confidence. Express feelings. Use coping strategies. Use listening skills. Use refusal skills. Problem solves & conflict resolve. Follow directions & rules. Respect others. | Demonstrate coping strategies. Seek help. Become a responsible person. Express feelings. Use listening skills. Resolve conflicts positively. Use decision making process. Set personal goals. | Manage stress, anger, and feelings. Resolve threatening of unhealthy situations. Demonstrate respect of self and others. Demonstrate healthy ways to express wants and needs. Listen and communicate. |
| Respect for diversity | Play cooperatively. | | | Follow rules and directions. Help others. | Use decision making skills. Set personal goals. Follow directions. Respect people and equipment. Demonstrate positive attitude towards self and others. |

PRIMARY

SOCIAL SKILLS

Focus of SOCIAL SKILLS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>Social</u>

<u>Skills</u> based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

Primary students (K-2) will concentrate on the following SOCIAL SKILLS:

- Express feelings of self
- Appropriately respond to others
- Have an awareness of safety
- Work cooperatively
- Work independently
- Develop positive attitude towards self

Social Skills

Health Standard 3

| rieum Stundard 3 | |
|---|--|
| Students will demonstrate the ability to apply self-manageme | ent skills |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| PE and Health F.3.2 Indicate enjoying activities | Communication system |
| | • Boardmaker |
| PE and Health F.3.3 Express both positive and negative feelings | Visual Supports |
| | Play musical instruments |
| | Finger plays |
| | Developmentally appropriate toys |
| | Playground equipment |
| | Hula hoops |
| | Parachute |
| | Super Duper Publications |
| | Discovery toys Cabalagtia Dayler |
| | Scholastic Books Social Skills Standards A social |
| | Social Skills Strategies - A social emotional curriculum for adolescents |
| | (available from Autism Library SSJCS) |
| | Yoga |
| | Social Star series (available from |
| | Autism Library SSJCS) |
| | Inside Out: What Makes a Person with |
| | Social Cognitive Deficits Tick? |
| | (available from Autism Library SSJCS) |
| | Thinking About You, Thinking About Me |
| | (available from Autism Library SSJCS) |
| | • Photographics - Emotions & Expressions |
| | (available from Autism Library SSJCS) |
| | Autism & PDD Adolescent Social Skills |
| | Lessons: |
| | Interacting |

Managing Behavior Secondary schools (available from Autism Library SSJCS) • Teaching Children with Autism to Mind Read (available from Autism Library SSJCS) • Say & Do Social Scenes Combo (available from Autism Library SSJCS) • Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS) • The Social Story Book (available from Autism Library SSJCS) • Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) Special Olympics Adapted PE • Gen Ed PE • Dr. Jean's DVDs STAR Program

Sensory diet

Health Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|--|---|
| INDICATOR(3) | RESOURCES: |
| PE and Health B.2.8 Appropriately respond to other's expressions and actions | RESOURCES. |
| PE and Health B.3.14 Show pride in physical/personal accomplishments | SEE HEALTH STANDARD 3 • Communication system • Special Olympics |
| | Adapted PE |
| | • Gen Ed PE |
| | Visual Supports |
| | Boardmaker |
| | STAR Program |
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ACTIVITY LESSON PLAN

| AREA | Social Skills |
|--------------|---|
| LEVEL | Primary K-2 |
| STANDARD# | 5 |
| SUBJECT AREA | Health. Appropriately Respond to Others |
| INDICATOR | B.2.8 |
| PAGE # | |

ACTIVITY: Interacting with Peers during Story Time

<u>MATERIALS NEEDED:</u> * Dr. Jean recording: Hello Neighbor. * Open area where movement and interaction can occur.

<u>DIRECTIONS</u>: Students follow along with the movements in the song with at least one adult modeling. They move around the room to other children and repeat. Adult needs to model and not talk. Let the DVD do the verbal cueing.

Song requires: greeting, waving, shaking hands, dancing, and singing.

OPTIONAL ACTIVITY:

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|---|--------------------------------------|
| | RESOURCES: |
| PE K.5.2 Works cooperatively with other students regardless of personal differences | |
| | SEE HEALTH STANDARD 3 |
| | Communication system |
| | Visual Supports |
| | Boardmaker |
| | 555. 5.115.15. |
| | Special Olympics |
| | Adapted PE |
| | • Gen Ed PE |
| | STAR Program |
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| Physical Education Standard 6 | | | |
|---|---|--|--|
| Demonstrates understanding & respect for differences among people | | | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: | | |
| PE K.6.1 Demonstrates positive attitudes toward self and others through physical activity. (Play cooperatively with others) | SEE HEALTH STANDARD 3 Communication system | | |
| PE K.6.2 Enjoy participation alone and with others (Play without interfering with others) | Special Olympics | | |
| | Adapted PE | | |
| | • Gen Ed PE | | |
| | Boardmaker | | |
| | Visual Supports | | |
| | STAR Program | | |
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MOTOR SKILLS
PRIMARY

STANDARDS/SKILLS at a GLANCE MOTOR SKILLS **Indiana Standards SKILLS STRAND Early Childhood High School Primary** Intermediate Middle School **MOTOR SKILLS** Support independence. Repeat movements. Attempt novel gross/fine Perform basic rhythmic skills Perform motor skills in Combine different movement Use reflexes. motor and sensory activities. alone and with a partner. progression of head control, skills to form more complex Access community resources Perform basic locomotive and Participate in moderate to Participate in lifetime rolling, standing, walking, non-locomotive skills. vigorous physical activity activities during physical running and climbing. Apply the concept of practice Acquire and maintain Turn pages in a book. during and after school. education and recess. Demonstrate the ability to to improve skills in Imitate and follow adult vocational placement Apply movement concepts to manipulate objects with Manipulate objects at a basic appropriate settings. specific movement situations. Demonstrate regular interactions. greater accuracy. Participate in recreation and Perform stability skills alone Identify and solve problems Identify and use a variety of Utilize implements combined participation in health-related leisure activities or with a partner. through active explorations. relationships with objects. with motor skills to perform activities outside of class. specific skills. Describe the elements of a Engage in social interaction Attempt more complex fine healthy lifestyle. motor activities.



Focus of MOTOR SKILLS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>Motor Skills</u> based on the Indiana Academic Standards and indicators in the areas of:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

Primary students (K-2) will concentrate on the following MOTOR SKILLS:

- Attempt novel gross/fine motor and sensory activities
- Participate in moderate to vigorous physical activity during and after school
- Apply movement concepts to specific movement situations
- Identify and solve problems through active explorations

Motor Skills

| Gross Motor Skills | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| F.1.2 Perform stability skills alone and/or with a partner. (transferring weight so as to rock, roll, stand on | Communication system |
| one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults | Boardmaker |
| and log rolls, and walking on a balance beam forward and backward) | Visual Supports |
| Walk backwards; walk up and down various surfaces; | Sensory Challenges & Answers (Autism |
| navigate stair steps | Library - SSJCS) |
| | The Out of Sync Child - (Autism |
| F.3.5 Attempt novel gross/fine motor and sensory activities | Library - SSJCS) |
| (running, hopping, jumping, marching, throwing, catching, swinging) | Building Bridges Through Sensory |
| Swings, sways, bends, stretches, and twists body; | Integration (Autism Library - SSJCS) |
| Jumps over line; | Answers to Questions Teachers Ask |

Demonstrates movement skills that involve crossing the mid-line of the body

movement experiences for young children

• Special Olympics

Library SSJCS)

About Sensory Integration (Autism

- Adapted PE
- Gen Ed PE
- STAR Program

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | Mathematics |
|--------------|---|
| LEVEL | Pre-K Primary Grades K-2 |
| STANDARD# | 1 |
| SUBJECT AREA | Math & Gross Motor Skills |
| INDICATOR | F.1.10 rote count to 12 |
| | F.3.5 Attempt novel gross/fine motor and sensory activities |
| PAGE # | |

ACTIVITY: Counting Dice

<u>MATERIALS NEEDED:</u> * 2 large dice either purchased (Roll & Learn Dice from United Arts and Education, or made from tissue boxes. * Number cards * Pictures of various exercises (boardmaker pics of jump, dance, reach up, Jumping Jacks, touch toes, etc.)

<u>DIRECTIONS</u>: * Print number and exercise cards. * Place number cards on one dice and exercise pictures on other dice. * Students stand or sit in circle and take turns rolling the dice. * The student who rolled the dice will state or show the number and the exercise shown. * All students will perform exercise while counting out loud.

OPTIONAL ACTIVITY: Put number words or dots for counting on dice instead of #.

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | Motor Skills |
|--------------|--|
| LEVEL | Primary K-2 |
| STANDARD# | Motor Skills |
| SUBJECT AREA | Gross Motor |
| INDICATOR | K.3.1 Participates in Moderate to Vigorous Physical Activity |
| PAGE # | |

ACTIVITY: Aerobics

MATERIALS NEEDED: Video or audio recording of aerobic work outs for children.

Some suggestions: Sesame Street Aerobics, Tony's Aerobics, Richard Simmons

<u>DIRECTIONS</u>: Students follow workout with at least one adult or peer modeling. Modeling is done without language. The video or audio recording provides the verbal cues.

<u>OPTIONAL ACTIVITY</u>: Video tape the sessions and play back for students. Also use to evaluate student's progress.

Primary - Motor Skills

| Fine Motor Skills | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.1.1 Explore Objects, people, and things by kicking, reaching, grasping, and pulling. Uses thumb and two or more fingers to grasp eating utensils; Uses thumb and two or more fingers to grasp writing utensils. Strings beads; Manipulates dough/clay F.2.2 Apply movement concepts to specific movement situations (bend knees to soften the landing and avoid obstacles in the path) Uses crayons, markers, pencils independently; Uses dough/clay tools; Uses scissors F.2.5 Identify and solve problems through active explorations. Completes inset puzzles of 8 pcs | Communication system Gen Ed Art Class Crafts Boardmaker Visual Supports Thera-putty Play Dough Clay STAR Program Sensory diet |



CAREER/VOCATIONAL SKILLS
PRIMARY

STANDARDS/SKILLS at a GLANCE CAREER/VOCATIONAL SKILLS **SKILLS Indiana Standards STRAND Early Childhood Primary** Intermediate Middle School **High School** CAREER/ **VOCATIONAL SKILLS** Vocational behavior Complete activities with Complete tasks/activities as Demonstrate appropriate Demonstrate employability Demonstrate awareness of behaviors necessary to gain expectations prompting. directed. communication on the job. Practice calming strategies. Show awareness of jobs and Demonstrate preferences for desired career. Develop a realistic career work within the classroom. **Career explorations** Explore and pretend Begin to make economic plan. occupations. Know the difference between Demonstrate the concept of decisions. Plan and implement Personal finance Play with money. wants and needs. Use technology to create responsible financial 'work to earn'. Use technology for play. Use technology appropriately. Use technology to store and useful documents. transactions. Technology gain information. Use technology to gain, process, and use information.

CAREER/VOCATIONAL SKILLS

PRIMARY



Focus of CAREER/VOCATIONAL SKILLS within the Standards-Based Essential Skills Curriculum

Primary students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Vocational Skills based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career exploration
- Personal finance
- Technology

Primary (K-2) will concentrate on the following VOCATIONAL SKILLS:

- Complete tasks/activities as directed
- Show awareness of jobs and work within the classroom
- Know the differences between wants and needs
- Use technology appropriately

Career/Vocational Skills

| Vocational Behavioral Expectations | |
|---|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| IUSIG K-2.2.5 Doing one's best Complete tasks/activities as directed IUSIG 3-5.3.23 Demonstrate understanding that behaviors result in positive and/or negative consequences IUSIG K-2.3.8 Demonstrate good listening skills BMS-CE 4.1.5 Demonstrate ability to 'try again' after a setback or failure | Communication system Boardmaker Visual Supports Social Stories Social Skills Stories (Mayer Johnson) More Social Skills Stories (Mayer-Johnson) STAR Program Sensory diet |

Primary - Career/Vocational Skills

| Career Exploration | | |
|---|---|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: | |
| IUSIG K-2.2.1 | | |
| Demonstrate preference for classroom jobs | Communication systemBoardmaker | |
| IUSIG K-2.2.3 Identify community helpers | Visual SupportsSTAR Program | |
| CPS 1.1.2 Begin work in a timely manner | Sensory diet In school job experiences | |
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Primary - Career/Vocational Skills

| Personal Finance | |
|---|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| BMS-T 1.1.9 Use mouse, touch screen, input devices to input information Social Studies B.4.3 Demonstrate awareness of activities that can satisfy people's wants | Communication systemBoardmaker |
| Social Studies B.4.4 Assist and use money in purchasing goods | Visual SupportsSTAR ProgramSensory diet |
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Primary - Career/Vocational Skills

| Technology | |
|---|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| BMS - T 1.1.9 Use mouse, touch screen input devices to input information | Communication system |
| BMS T 1.1.11 Use the icon/GUI (graphical user interface) of the operating system to launch and operate software | BoardmakerVisual SupportsTouch Screen |
| BMS T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology use policy, (Not banging mouse on surface, striking keyboard inappropriately, keeping liquids from keyboard) | Sensory diet |



INTERMEDIATE

INTERMEDIATE (grades 3-5)

Standards Based Essential Skills Curriculum

| Level: Intermediate | | |
|--|--|--|
| POSSIBLE ASSESMENT TOOLS | BEST PRACTICE | |
| | INSTRUCTIONAL STRATEGIES | |
| Anecdotal notes | Community Based Instruction | |
| Assessment for Schedule Type - Autism Library SSJCS | Cueing - verbal and/or visual | |
| Daily data sheets | Errorless learning | |
| Do - Watch - Listen - Say | Manipulative tasks | |
| Assessment of Social & Communication Skills for Children with Autism - | | |
| Autism Library SSJCS | | |
| Functional Behavioral Assessment (FBA) | Modeling - peer and adult | |
| Portfolios | Modeling - video | |
| STAR Program - Levels 1, 2, & 3 Strategies for Teaching Based on Autism | One on one instruction | |
| Research Autism Library SSJCS | | |
| Structured Teaching Guide | Small group instruction | |
| Student Work | Large group instruction | |
| Task Analysis | Picture Exchange Communication System (PECS) | |
| Teacher made checklists | Positive Behavioral Supports - verbal & tangible | |
| Teacher made developmental assessments | Prompting | |
| Therapy Notes | Rehearsal | |
| Video Assessment (student performing task) | Repeated practice | |
| Sensory Diet and Environmental Modification Checklist Adapted from | Social skills training | |
| Sensory Motor Issues in Autism & SISIS Newsletter 3/2001 | | |
| Sensory Processing Skills checklist - Slosson Educational Publications, Inc. | Social Stories | |
| Picture Interest Career Survey, PICS, JIST Publishing | Structured Teaching - TEACCH | |
| | Visual Supports | |
| | Sensory Diet | |



FUNCTIONAL/SELF-CARE SKILLS INTERMEDIATE

STANDARDS/SKILLS at a GLANCE FUNCTIONAL SELF-HELP

| Indiana Standards | SKILLS | | | | |
|-------------------------------|--|--|---|---|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Functional Self-Help | | | | | |
| Personal Care | Attempt to feed self with spoon | Feed self with fork Undress and dress self | Eat and drink independently Undress & dress self, including buttons and | Use a knife Button and fasten | Use clothing with fasteners and belt |
| Independent Living Skills | Assist in dressing Cooperate with washing | Wash hands, brush teeth Toilet self | fasteners | independently Brush/comb hair | Demonstrate complete care for self |
| Health Management | Cooperate with toileting Give first name | Give name, age and gender upon request | Wash hands & brush teeth completely | Take care of gender specific needs for females | Take care of gender specific needs for males |
| Use of Common Tools & Devices | Clean up own space Use toys appropriately With assistance practice | Attempt to pour and stir Wipe tables Identify helping professions | Toilet self Give some personal information | Give more personal information Prepare to cook simple meals | Give complete personal information Prepare meal |
| Money Management | safety drill procedures Remain seating during travel | Participate in physical activities | Prepare to cook Complete simple household | Complete household chores Participate in age appropriate | Perform more complicated household chores |
| Safety Practices | | Use simple items and tools Begin to understand the use of money Demonstrate safety | chores Use simple common tools independently, such as paper punch | physical activities Use simple items appropriately Demonstrate how to place | Develop more complicated household chores Develop lifelong leisure activities |
| | | Use the school library with help | Exchange money Demonstrate safety Use community library | emergency numbers Grocery shop Count coins | Make Dr. calls Use simple devices Manage money |
| | | | | Use next dollar strategy Demonstrate safety Use community library and post office | independently Demonstrate stranger and community safety Use public transportation |



FUNCTIONAL SELF-HELP SKILLS

Focus of SELF-HELP SKILLS within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Self-Help Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal Care Skills
- Independent Living Skills
- Use of Common Tools & Devices
- Money management
- Safety Practices
- Community Access

Intermediate students (grades 3-5) will concentrate on the following SELF-HELP SKILLS:

- Eat and drink independently
- Undress and dress self, including buttons and fasteners
- Wash hands, nose and brush teeth completely
- Toilet self
- Give some personal information
- Prepare to cook
- Complete simple household chores
- Use simple common tools independently, such as paper punch
- Exchange money

- * Demonstrate safety
- * Use community library

Functional Self-Help Skills

| Personal Care Skills | |
|---|---|
| INDICATOR(S) | POSSIBLE MATERIALS/RESOURCES & *SPECIFIC STRATEGIES: |
| Eating Gets drink from faucet Uses thumb and first two fingers to grasp eating utensils Spreads with a knife Open plastic wrappers and containers Dressing Takes off pullover/front opening garments Removes pants/shorts with fasteners Puts shoes on correct feet Pulls on pants/shorts including fastening Gets clothes right-side put, front and back correct Unfastens buttons Fastens snaps | Communication system Backward chaining Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual supports Sensory diet Social stories |

Hygiene... • Dries hands completely • Brushes all surfaces of teeth • Rinses out mouth Toileting... • Urinates in toilet • Voids bowels in toilet

Wipes self

• Locates and uses gender appropriate bathroom

| Independent Living Skills INDICATOR(5) | POSSIBLE MATERIALS AND |
|---|---|
| 2.1626777 611(6) | RESOURCES: |
| Personal Information Give home phone number or cell phone (including area code) upon request Gives complete birthday upon request Gives home city Gives home state Gives school name | Communication system Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports Cooking to Learn - PCI Educational Publishing Look n Cook Microwave - Attainment Co., Inc. Follow Directions Carefully - Frank Schaffer Publications Recipe Handbook of Easy to Use Activities for Teaching Autistic Childrer - Reach Publications, Barbara Bazeghi Social stories |
| Food preparation Gathers needed food and equipment Washes hands before handling food Pours and stirs ingredients Opens simple packages, plastic wrappers and containers Household Chores Sets table Clears table rinses dirty dishes Hangs clothes on hook Purposely places belongings Locates possessions Keeps personal area organized Manages supplies | Things I Can Do & Say - Michele Zucker Saunders - Lingui Systems Weather, Seasons, Months Feelings & Actions Holidays People & Places Body Parts & Clothing Clean & Healthy Sensory diet |

Intermediate - Functional Self-Help Skills

| Health Management Skills | DOCCIDI E MATERIAL CAND |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| Participates in a variety of age/developmentally appropriate physical activates | Health Units for Nonreaders - Mayer Johnson Co. Boardmaker Visual supports Communication system Physical education Special Olympics |

${\bf Intermediate - Functional\ Self-Help\ Skills}$

| Use of Common Tools and Devices | | |
|---|--|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: | |
| Uses simple items appropriately (paper punch, pencil sharpener, etc) | Communication system Tasks Galore | |
| Answers the telephone appropriately | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) | |
| Uses cell phone appropriately• | BoardmakerVisual supports | |
| Appropriately greets a caller on the phone • | WiiMovies | |
| Uses technology for entertainment • | I - PodMusical devices | |
| Uses toys and games appropriately | Computer gamesSocial stories | |
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Intermediate - Functional Self-help Skills

| Money Management | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Exchanges money in real-life situations | Communication system Boardmaker Visual supports Work system Token economy Cash register Board games Money School store Sensory diet Social stories |

${\bf Intermediate - Functional\ Self-help\ Skills}$

| Safety Practices | |
|---|------------------------------------|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Practices caution around steps and stairs | RESOURCES. |
| Avoids hot surfaces and substances | Communication system |
| | Boardmaker |
| | Visual supports |
| | Social Stories |
| | Video Modeling |
| | Sensory diet |

${\bf Intermediate - \ Functional \ Self-Help \ Skills}$

| Community Access | |
|-------------------------------------|-------------------------------------|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| <u>Transportation</u> | Communication system |
| Boards and leaves school bus safely | Boardmaker |
| | Visual supports |
| | Sensory diet |
| | Video modeling |
| | Social stories |
| | |
| | |



ENGLISH/LANGUAGE ARTS
INTERMEDIATE

STANDARDS/SKILLS at a GLANCE ENGLISH/LANGUAGE ARTS

| Indiana Standards | ls SKILLS | | | | |
|------------------------------|---|--|---|---|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| ENGLISH/LANGUAGE | | | | | |
| ARTS | | | | | |
| Word recognition | Looks at book turning one page at a time | Read and identify letters of first name | Recognize & name all capital & lowercase letters of | Identify letters, words, & sentences | Recognize common abbreviations |
| Fluency | Identifies five common signs and symbols | Identify the front cover, back cover, & title page of book | alphabet Read one-syllable & high | Distinguish beginning, middle & ending sounds in single- | Follow simple multiple step written instructions |
| Vocabulary development | Recognizes pictures of familiar people, places, and | Identify a favorite story Identify two characters that | frequency (often heard) words by sight | syllable words (words with only one vowel sound) | Write a friendly letter complete with the date, |
| Comprehension & analysis of | things | interact in a story | Identify (25) common signs | Identify and demonstrate | salutation |
| nonfiction & informational | Use symbols or objects to | Write by moving from left to | and symbols | meaning of important signs & | Arrange words in alphabetical |
| text | communicate | right and top to bottom | Understand what is read by | symbols | order |
| | Attempt to write & draw | Imitate drawing vertical, | responding to questions (who, | Use picture clues & context to | Ask for clarification and |
| Comprehension & analysis of | Communicates using one-two | horizontal and circle | what, where) | aid comprehension & to make | explanation of ideas |
| literary text | word vocalizations, signs, symbols, or gestures | Follow one-step spoken directions with prompts | Dictate something for an adult to write down. | predictions about story content | |
| Writing processes & concepts | Attend to adult directed activities or stories | Give name (first & last), age & gender upon request | Combine strokes and shapes to represent letters | Retell a story's beginning, middle, and ending | |
| Writing applications | Initiate turn taking in play and | gender apon request | Give address upon request | Print legibly & space letters, | |
| arrian 9 alphareness | conversations | | Understand and follow one & | words, & sentences | |
| Written English language | | | two-step spoken directions | appropriately | |
| conventions | | | | Give, restate, and follow | |
| | | | | simple two-step directions | |
| Listening & speaking skills, | | | | Relate an important life event | |
| strategies, & applications | | | | or personal experience in a | |
| | | | | simple sentence | |



INTERMEDIATE

Focus of ENGLISH/LANUGUAGE ARTS within the Standards-Based Essential Skills Curriculum Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific ENGLISH/LANGUAGE ARTS skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension & Analysis of Nonfiction and informational text
- Comprehension and Analysis of Literary Text
- Writing processes and concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, and applications

Intermediate students (grades 3-5) will concentrate on the following ENGLISH/LANGUAGE ARTS skills:

- Recognize and name all capital and lowercase letters of the alphabet
- Read one-syllable and high frequency (often heard) words by sight
- Identify (25) common signs and symbols
- Understand what is read by responding to questions (who, what, where)
- Dictate something for an adult to write down
- Combine strokes and shapes to represent letters
- Give address upon request
- Understand and follow one and two step spoken directions

English/Language Arts

Standard 1

| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
|---|---|
| F.1.33 March upper and lower case letters | |
| K.1.5 Distinguish letters from words | Communication system PCI Reading Program Remedia Series - Sight words Stories & |
| K.1.6 Recognize and name all capital and lowercase letters of the alphabet | seat work • Tasks Galore |
| K.1.9 Listen to and say consonant-vowel-consonant (CVC) | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| K.1.15 Read one syllable and high frequency (often heard) words by sight | BoardmakerVisual supports |
| K.1.21 Identify (25) common signs and symbols | Letter BingoSensory diet |
| K.1.1.1 Match (one-syllable and high frequency) oral words to printed words | Tactile materials |
| | |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|---|
| LEVEL | Intermediate |
| STANDARD# | 1 |
| SUBJECT AREA | Reading: Word Recognition |
| INDICATOR | K.1.15 Read one syllable-high frequency words |
| PAGE # | |

ACTIVITY: Read color words and step on correct colored feet.

MATERIALS NEEDED: *Print blank banner on Print Artist or Print Shop (approximately 8' long).

- Construction paper, colors students are familiar with. * Make pairs of feet from construction paper.
 - * Cards with color words. * Non skid material for back of banner. * Glue feet on banner.

<u>DIRECTIONS</u>: * Place banner on floor. * Show student color word card. * Student stands on feet of correct color.

<u>OPTIONAL ACTIVITY</u>: * Teacher can give verbal direction instead of visual cue.

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|--|
| LEVEL | Intermediate Grades 3 - 5 |
| STANDARD# | 1 |
| SUBJECT AREA | READING: Word Recognition, Fluency, and Vocabulary Development |
| INDICATOR | K.1.15 & K.1.21 Read one syllable words and high-frequency words |
| PAGE # | |

ACTIVITY: Personal Book

MATERIALS NEEDED: * Photos of students reading a book. * PCI word list * Word Processor

• Laminator * Binder * Construction paper

<u>DIRECTIONS</u>: * Create a book using the student's photos, dolce words, and construction paper. An example sentence is: A girl can read. * Follow the PCI worksheets.

OPTIONAL ACTIVITY: Velcro labels below pictures and use books for work systems.

| STANDARD 2 | |
|--|---|
| READING: Comprehension & Analysis of Nonfiction & Informational Te | xt . |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| K.3.21 Recall if something truly happened | RESOURCES: |
| K.2.1 Locate the title and the name of the author of a book | Communication systemPCI Reading Program |
| K.2.3 Generate and respond to questions (who, what, where) | Remedia Series - Sight words Stories & seat work |
| K.2.4 Identify types of everyday print materials | Tasks Galore Tasks Galore Making Groups Meaningful |
| K.2.5 Identify the order (first, last) of information | (Autism Library - SSJCS) • Boardmaker |
| | Visual supports |
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| NDICATOR(5) | POSSIBLE MATERIALS AND |
|---|---|
| | RESOURCES: |
| F.3.13 Talk about the cover of the book and illustrations prior to story being read | * Communication systemPCI Reading Program |
| 3.14 Request or select a story by the title | Remedia Series - Sight words Stories & seat work |
| .2.8 Identify the beginning and end of a story | Tasks GaloreTasks Galore Making Groups |
| 3.8 Identify the place pictured in the book | Meaningful (Autism Library - SSJCS) |
| 3.20 Identify two characters that interact in a story | BoardmakerVisual supports |
| F.1.3.5 Understand what is read by responding to questions (who, what, where) | School libraryPublic librarySensory diet |
| | PlaysPuppet shows |
| | |
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| | |
| | |

| STANDARD 4 | |
|---|--|
| WRITING: Writing Processes & Concepts | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.4.12 Dictate something for an adult to write down | Communication systemHandwriting Without Tears |
| F.5.4 Draw name or a message on a card or picture | BoardmakerVisual supports |
| K.4.3 Write (or on a computer) using pictures, letters, words | Microphone Sensory diet Dry erase boards Chalk and chalkboards Raised lines on paper Sand tray Shaving cream Computer Pencil grippers Slant board Easel Templates Squiggle pen Magna doodle |

Intermediate - English/Language Arts

| STANDARD 5 | |
|--|---|
| WRITING: Writing Applications (Different Types of Writing and Their Characteristics) | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| K.5.1 Draw pictures and write words for a specific reason | Communication system Handwriting Without Tears |
| K.5.2 Draw pictures and write for specific person or people | Boardmaker Visual supports Sensory diet Dry erase boards Chalk and chalkboards Raised lines on paper Sand tray Shaving cream Computer Pencil grippers Slant board Easel Templates Squiggle pen Magna doodle |

Intermediate - English/Language Arts

| WRITING: Written English Language Conventions | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.4.5 Draw at the top or bottom of the page when requested | Communication systemHandwriting Without Tears |
| F.4.5 Position paper for writing | BoardmakerVisual supports |
| F.4.10 Use known letters or approximations of letters to represent written language | Sensory dietDry erase boards |
| F.6.1 Write from left to right | Chalk and chalkboardsRaised lines on paper |
| F.6.2 Combine strokes and shapes to represent letters | Sand trayShaving cream |
| F.6.6 Write letters in strings | ComputerPencil grippers |
| F.6.10 Use correct grasp of writing tools | Slant boardEasel |
| | TemplatesSquiggle pen |
| | Magna doodle |
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ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|---|
| LEVEL | Middle School |
| STANDARD# | 6 |
| SUBJECT AREA | Writing: Written English Language Conventions |
| INDICATOR | 1.6.2 Write in complete sentences |
| PAGE # | |

ACTIVITY: Coat Hanger Mobile (Valentine's Day Theme)

MATERIALS NEEDED: * Wire Coat hanger * Construction paper * Yarn * Hole puncher * markers

- Scissors * Paste
- <u>DIRECTIONS</u>: * Cut two hearts from construction paper. Make big enough to cover the center part of the hanger opening. Cut one smaller heart for each member of the student's family.
- Guide the student to write one sentence for the large heart such as, I love the Smith family. Have the student type the sentence on the computer. Print it and cut out. Paste it to one of the larger hearts. Paste the two larger hearts together back to back while also attaching them to the coat hanger.
- Have the student write one sentence telling what they love about each member of his/her family, including himself/herself.
 Type and print these sentences using the computer. Cut out and paste each one on a small heart. Punch holes in the top of each heart and use yarn to attach them to the bottom of the coat hanger.
- OPTIONAL ACTIVITY: Make a similar mobile for the student only. The student writes his/her name on the center of the mobile and attaches small geometric shapes which contain sentences describing themselves.

Intermediate - English/Language Arts

| lications |
|---|
| POSSIBLE MATERIALS AND RESOURCES: |
| * Communication system Boardmaker |
| Visual supportsMicrophone |
| Tape recorderLanguage master |
| Super duper publications Lingui systems, Inc. Sensory diet Picture this software |
| • |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | English/Language Arts |
|--------------|--|
| LEVEL | Intermediate |
| STANDARD# | 7 |
| SUBJECT AREA | Listening & Speaking: Listening and Speaking Skills, Strategies, and Application |
| INDICATOR | K.7.1 Understand and follow one and two step spoken directions |
| | K.7.3 Describe people, place, things, (including their size, color, and shape), |
| | locations, and actions |
| PAGE # | |

ACTIVITY: Positional Words

MATERIALS NEEDED: * Photographs taken around the classroom and/or school. * Two file folders.

• Glue * Boardmaker

<u>DIRECTIONS</u>: * Have students pose for pictures. Example: students are shown on or under/in front or behind objects. * Import pictures into Boardmaker or create as cards in a similar program. * Have students individually or as a group, match pictures to correct part of file folder.

<u>OPTIONAL ACTIVITY</u>: <u>Complete daily as part of morning circle routine or add Velcro and use as part of a work system.</u>



MATHEMATICS INTERMEDIATE

| STANDARDS/SKILLS at a GLANCE - MATHEMATICS | | | | | |
|--|--|---|--|---|---|
| Indiana Standards | | | SKILLS | | |
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Mathematics Number sense | Match like numerals | Count a number of | Identify the next number in a | Count, read & write whole numbers up to 100. | Represent, compare, & |
| Computation | Give 1 object when asked Give 'more' when asked Put objects into groups by | objects up to 12 Match number symbols with amounts to 12 | series of numbers up to 31 Count, read, & write whole numbers up to 31 | Count by ones, fives, and tens to 100. Identify numbers up to 100 in various combinations of tens and ones. Model addition by initing sets of | interpret data using pictures & picture graphs Solve problems involving |
| Algebra & Functions Geometry | attributes Distinguish big and little Choose between 2 activities | Apply one-to-one correspondence with objects & people | Compare sets of up to ten objects & identify whether one set is equal to, more than, or | objects (for any 2 sets with fewer than 10 objects when joined) | multiplication & division of any whole numbers with a calculator. |
| Measurement Problem solving | Complete an inset puzzle of 3 or more pieces | Reproduce simple AB patterns of concrete objects Sort a group of objects | less than another Use manipulatives for addition situations for sums less than five | Model subtraction by removing objects from sets (for numbers less than 10) Demonstrate the meaning of the sumbols 1, and 9 | Demonstrate the relationships among inch, foot, and yard. Read a thermometer. |
| , rosicii sottiilg | | by more than one way Complete interlocking puzzle of 8 to 12 pcs. Relate time to events with pictures and | Use manipulatives for subtraction situations for sums less than five. Identify, sort & classify objects by size, number, & other | Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment any specify their locations. Make direct comparisons of length, | Tell time to the nearest minute and find how much time has elapsed. |
| | | symbols | attributes. Identify objects that do not belong to a particular group. Copy circles, squares, triangles, | capacity, weight, temperature of objects, & recognize which object is shorter, longer, taller, lighter, or holds more. | |
| | | | and rectangles Identify 10 body parts Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and | Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, year. Understand that clocks & calendars are tools that measure time and match | |
| | | | calendar are tools that measure time. Tell time to the nearest hour & relate time to events | clock face to event. Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer) | |
| | | | (before/after, shorter/longer) Identify and give the values of pennies, nickels, dimes, quarters, and dollars. | Identify and give the values of collections of pennies, nickels, & dimes. Find the value of collection of pennies, | |



INTERMEDIATE

Focus of MATHEMATICS within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>MATHEMATICAL</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem solving

Intermediate (grades 3-5) will concentrate on the following MATHEMATICAL skills:

- Identify the next number in a series of numbers up to 31
- Count, read, and write whole numbers* up to 31
- Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another
- Use manipulatives for addition situations for sums less than five
- Use manipulatives for subtraction situations for sums less than five
- Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group
- Copy circles, squares, triangles, and rectangles
- Identify ten body parts
- Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendars are tools that measure time
- Tell time to the nearest hour and relate time to events (before/after, shorter/longer)
- Identify and give the values of pennies, nickels, dimes, quarters, and dollars
- Intermediate Mathematics

MATHEMATICS

STANDARD 1

Number Sense

| Number Sense | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.3 Count each object only once | |
| F.1.7 Identify when objects are the same number, even if arrangement is changed | Communication systemTouch mathTasks Galore |
| F.1.9 Identify the next number in a series of numbers up to 31 | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| K.1.1 Match sets of objects one-to-one | BoardmakerVisual Supports |
| K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another | Market Math - Remedia Publishing Department Store Math - Remedia Publishing |
| K.1.1.1 Count, read, and write whole numbers up to 31 | Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| STANDARD 2 | |
|--|--|
| Computation | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.2.16 Identify the object that had been added to a group B.2.17 Identify that something was taken F.2.14 Combine a whole quantity of something (pop beads) F.2.11 Use manipulations for addition situations for sums less than five F.2.12 Use manipulatives for subtraction and situations for sums less than five | |
| | Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| Algebra & Functions INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|---|
| INDICATOR(S) | |
| | RESOURCES. |
| F.3.4 Represent objects/activities by drawing or selecting pictures F.3.5 Predict what comes next when shown a simple AB pattern of concrete objects F.3.13 Categorize familiar objects by function and class K.3.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group K.3.2 Copy, and make simple patterns with objects and shapes K.3.3.7 Plot and label whole numbers on a number line (or grid) up to 20 | * Communication system Touch Math Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual supports Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, |
| | Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| STANDARD 4 | |
|---|---|
| Geometry | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.4.9 Use 'on' and 'off' to indicate where things are in space F.4.10 Use the words 'here' or 'there' to indicate where things are in space | * Communication system • Touch Math • Tasks Galore • Tasks Galore Making Groups Meaningful |
| F.4.14 Copy circles, squares, triangles, and rectangles | (Autism Library - SSJCS)BoardmakerVisual supports |
| F.4.15 Identify circles, squares, triangles, and rectangles | Market Math - Remedia PublishingDepartment Store Math - Remedia |
| F.4.17 Identify ten body parts | Publishing |
| K.4.2 Compare and sort common subjects by position, shape, size, roundness | Hands on Math - Kathleen Fletcher; Incentive Publications |
| K.4.3 Identify and use the terms: inside, outside, between, above, below | Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| STANDARD 5 | |
|--|--|
| Measurement | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.5.1 Follow a daily schedule | :* Communication systemTouch Math |
| F.5.8 Identify when something is hot and cold | Tasks GaloreTasks Galore Making Groups Meaningful |
| F.5.10 Sort objects into long and short | (Autism Library - SSJCS)Boardmaker |
| F.5.11 Identify similarities and differences in objects | Visual supportsMarket Math - Remedia Publishing |
| F.5.16 Tell what comes before and after | Department Store Math - Remedia Publishing |
| F.5.18 Tell three events in chronological order | Hands on Math - Kathleen Fletcher; Incentive Publications |
| K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer and taller | Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne |
| K.5.2 Understand concepts of time: today, yesterday, and tomorrow. Understand that clocks and calendars are tools that measure time | Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources |
| K.1.5.6 Tell time to the nearest hour and relate time to events (before/after, shorter, longer) | Calendars - Remedia Publications Finish Line Math - Continental Press, |
| K.1.5.7 Identify and give values of pennies, nickels, dimes, (quarters and dollars) | Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| STANDARD 6 | |
|---|---|
| Problem Solving | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| B.6.14 Put things in order | Communication systemTouch Math |
| B.6.23 See a simple task through to completion | Tasks GaloreTasks Galore Making Groups Meaningful |
| F.6.10 Make guesses related to quantity | (Autism Library - SSJCS) • Boardmaker |
| F.6.20 Recognize silly absurdities in song and play | Visual supports Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |



SOCIAL SCIENCES INTERMEDIATE

STANDARDS/SKILLS at a GLANCE SOCIAL SCIENCES

| Indiana Standards | rds SKILLS | | | | |
|-------------------------------------|--|---|---|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SCIENCES | | | | | |
| The nature of science & | Holds a crayon or marker | Use the five senses. | Ask and answer question | Recognize that some | Use tools to observe, |
| technology | Engage in pretend play. | Use a variety of scientific | about his/her world. | materials can be used over | measure, design, and build |
| The Physical setting | Activate simple machines or cause & effect toys Investigate the physical | tools. Follow classroom rules. Sequence recurring events. | Observe and describe properties of objects. Give examples of plants and | again. Recognize that most living things need food, water, and | things. Discuss and describe examples of technology. |
| The living environment | surroundings. Cooperate with a routine. | Work & play cooperatively with others. | animals. Identify the week, months of | air. Identify and follow school | Demonstrate that a variety of living things can be sorted |
| History | Look of picture books & listen to stories. | Help clean up after an activity. | the year, seasons of the year Determine what types of | rules. Use words related to location, | into groups by various features. |
| Civics and Government | Assist with daily needs. Help clean up after an activity | | clothes to wear based on weather. | direction and distance. Identify maps. | Explain that eating healthy foods and getting exercise |
| Geography | with prompting. Demonstrate early play skills. | | Identify individuals who are important in individual's life. | Identify places in the local community. | and rest help people stay healthy. |
| Individuals, Society and Culture | ,,,, | | · | , | Explain that Indiana is one of 50 states in the USA. Identify directions on a map. Use community resources. |

Focus of SOCIAL SCIENCES within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific SOCIAL SCIENCES skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The physical setting
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society, and Culture

Intermediate students (grades 3-5) will concentrate on the following SOCIAL SCIENCES skills:

- Ask and answer questions about his/her world
- Observe and describe properties of objects
- Give examples of plants and animals
- Identify the week, months of the year, seasons of the year
- Determine what types of clothes to wear based on weather
- Identify individuals who are important in individual's life

SOCIAL SCIENCES

Science Standard 1

The Nature of Science & Technology

| The Nature of Science a rechnology | |
|--|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.3 Observe and describe properties of objects | Communication systems |
| | Tasks Galore |
| F.1.9 Ask and answer questions about their world | Tasks Galore Making Groups Meaningful |
| | (Autism Library - SSJCS) |
| 1.1.4 Use tools, such as measuring cups and magnifiers, to investigate the world and make observations | Boardmaker |
| | Visual Supports Saintenance Countries Translation Decree |
| | Science series, Creative Teaching Press, Inc. |
| | Sensory diet |
| | Jensory dier |
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| SCIENCE STANDARD 3 | |
|--|---|
| The Physical Setting | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.3.6 Describe differences and similarities in various physical environments | Communication systemVisual supports |
| F.3.7 Answer questions and/or make comments about the sun, stars, planets, and clouds and moon | Boardmaker Science series, Creative Teaching Press, Inc. Sensory diet |

Intermediate - Science

| SCIENCE STANDARD 4 | |
|---|--|
| The Living Environment | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.3.10 Take care of familiar plants and animals | * Communication systemTasks Galore |
| F.3.13 Participate in activities related to preserving their environment | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| K.4.1 Give examples of plants and animals | BoardmakerVisual supports |
| K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do | Science series, Creative Teaching, Inc. Sensory diet |
| | |
| | |

Intermediate - Social Studies

| Social Studies Standard 1 | |
|---|--|
| History | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.9 Distinguish between past, present | Communication system |
| F.1.20 Identify the days of the week and names of the months | Tasks Galore Tasks Galore Making Groups Meaningful |
| K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and people in the past | (Autism Library - SSJCS)BoardmakerVisual supportsCalendar |
| | |

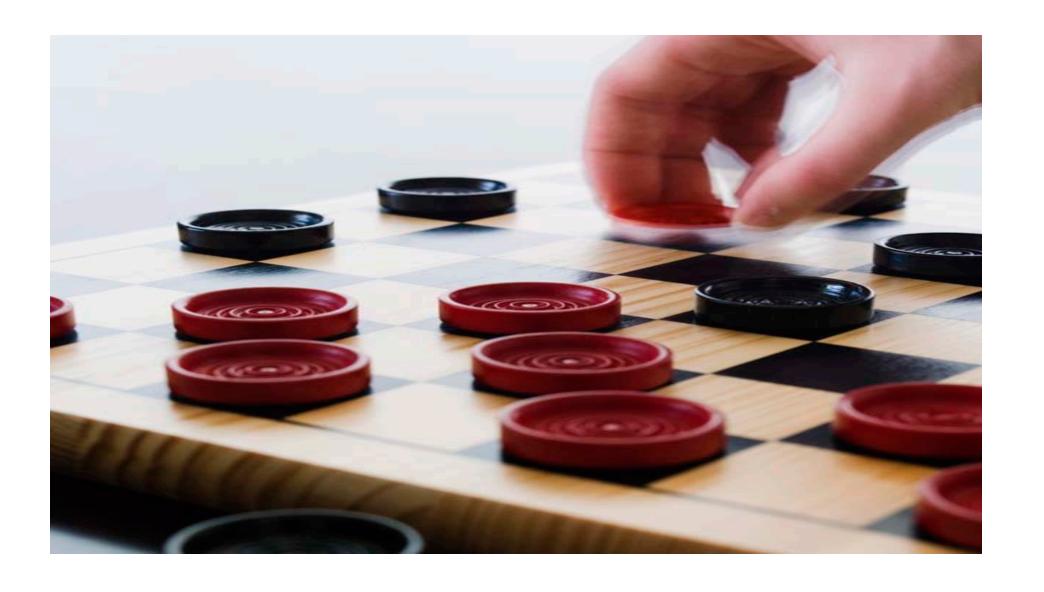
Intermediate - Social Studies

| Social Studies Standard 2 | |
|--|--|
| Civics & Government | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.2.6 Tell the consequences of not following rules | * Communication system Tasks Galore |
| F.2.11 Identify and follow different rules in different places (school rules may be different than home rules) | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker |
| K.2.2 Follow rules in the classroom and school and provide reasons for the specific rules with prompts | Visual supports List of rules - home and school Sensory diet Social stories |

| Geography | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.3.4 Identify familiar places (Home, store, grandparent's house, etc.) | Communication system |
| F.3.20 Match objects to the location they belong (stove in the kitchen, car in the garage, etc.) | Tasks GaloreTasks Galore Making Groups Meaningful |
| F.3.21 Determine what type of clothing to wear based on weather | (Autism Library - SSJCS) • Boardmaker |
| F.3.22 Identify seasons by temperature or other characteristic (snow, leaves changing, etc.) | Visual supportsSensory diet |
| F.3.37 Help with class routines that keep the classroom clean | Social storiesScience series, Creative Teaching |
| F.3.38 Help adults with recycling at school | Press, Inc. |
| | |
| | |

Intermediate - Social Studies

| Social Studies Standard 5 | |
|--|---|
| Individuals, society, & Culture | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.5.2 Identify own gender and that of others | Communication system Tasks Galore |
| F.5.6 Indicate that different families live in different houses | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| K.5.2 Identify individuals who are important in students' lives – such as parents, grandparents, guardians, teachers | BoardmakerVisual supportsSocial stories |



SOCIAL SKILLS INTERMEDIATE

STANDARDS/SKILLS at a GLANCE SOCIAL SKILLS

| Indiana Standards | SKILLS | | | | |
|--|--|---|---|--|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SKILLS | | | | | |
| Personal self management skills Decision making and goal setting. | Interact during games. Use spatial relationships with objects. Imitate. Understand cause & effect. | Express feelings of self. Appropriately respond to others. Have an awareness of safety. Work cooperatively. | Develop self confidence. Express feelings. Use coping strategies. Use listening skills. Use refusal skills. | Demonstrate coping strategies. Seek help. Become a responsible person. Express feelings. | Manage stress, anger, and feelings. Resolve threatening of unhealthy situations. Demonstrate respect of self |
| Responsibility Personal & Social Behavior Respect for diversity | Use adults as resources. Follow rules for games. Use basic rhythmic movements. Play cooperatively. | Work independently. Develop positive attitude towards self. | Problem solves & conflict resolve. Follow directions & rules. Respect others. | Use listening skills. Resolve conflicts positively. Use decision making process. Set personal goals. Follow rules and directions. Help others. | and others. Demonstrate healthy ways to express wants and needs. Listen and communicate. Use decision making skills. Set personal goals. |
| respect for diversity | | | | neip otileis. | Follow directions. Respect people and equipment. Demonstrate positive attitude towards self and others. |

Focus of SOCIAL SKILLS within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Social Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

Intermediate students (grades 3-5) will concentrate on the following SOCIAL SKILLS:

- Develop self confidence
- Express feelings
- Use coping strategies
- Use listening skills
- Use refusal skills
- Problem solve and conflict resolve
- Follow directions and rules
- Respect others

Social Skills

| Health Standard 3 | | |
|---|--|--|
| Students will demonstrate the ability to apply self-management skills | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
| PE and Health F.3.1 Exhibit self-confidence while participating in activities | Communication system Social Skills Strategies - A social | |
| PE and Health F.3.3 Express both positive and negative feelings appropriately | emotional curriculum for adolescents (available from Autism Library SSJCS) | |
| Health K.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. | YogaSocial Star series (available from | |
| Example: Demonstrates how to tell a friend or adult their feeling when upset | Autism Library SSJCS) Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS) Thinking About You, Thinking About Me (available from Autism Library SSJCS) Photographics - Emotions & Expressions (available from Autism Library SSJCS) Autism & PDD Adolescent Social Skills Lessons: Interacting Managing Behavior Secondary schools (available from Autism Library SSJCS) Teaching Children with Autism to Mind Read (available from Autism Library SSJCS) Say & Do Social Scenes Combo | |

| (available from Autism Library SSJCS) |
|--|
| Social Thinking Across the Home and |
| School (tapes) (available from Autism |
| Library SSJCS) |
| The Social Story Book (available from |
| Autism Library SSJCS) |
| Writing Social Stories with Carol Gray |
| (available from Autism Library SSJCS) |
| The New Social Story Book (available) |
| from Autism Library SSJCS) |
| Social Stories & Comic Strip |
| Conversations (available from Autism |
| Library SSJCS) |
| The Original Social Story Book |
| (available from Autism Library SSJCS) |
| A Superhero Social Thinking Curriculum |
| (available from Autism Library SSJCS) |
| Special Olympics |
| Adapted PE |
| Gen Ed PE |
| Boardmaker |
| Visual supports |
| Assistive Tech (low and high tech) |
| Fold and Say Social Skills, Deena E. |
| Mahler - Super Duper Publications |
| Daily Character Education Activities, |
| Becky Daniel-White - Carson-Dellosa |
| Publishing |
| |

Health Standard 5

Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

| communication | |
|--|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| Health K.5.3 Demonstrate healthy ways to express needs, wants, and feelings including messages and assertive communication strategies. Example: Demonstrates how to ask for help in a positive and polite manner | Communication system SEE HEALTH STANDARD 3 Special Olympics Adapted PE |
| Health K.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrates how to not interrupt when someone else is talking | Gen Ed PEBoardmakerVisual Supports |
| Health K.5.6 Demonstrate appropriate refusal skills to enhance health Examples: Demonstrates how to firmly say no and tell a trusted adult when being pressured to do something dangerous | Assistive tech (low and high tech) Fold and Say Social Skills, Deena E. Mahler - Super Duper Publications Daily Character Education Activities, Becky Daniel-White - Carson-Dellosa Publishing Things I can Say & Do: Clean & Healthy Michelle Zucker Saunders - Lingui Systems Health & Fitness - Harcourt Publishing |

Intermediate - Social Skills

| Physical Education Standard 5 | | |
|---|--|--|
| Demonstrates responsible personal and social behavior | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
| PE K.5.3 Follow simple directions when first directed | | |
| Example: Respond to teacher's signals or verbal instructions | Communication systemSEE HEALTH STANDARD 3 | |
| PE K.5.4 Follow the rules for simple games and activities. | Special Olympics | |
| Example: When playing a simple game, the child follows the rules and participates successfully with the | Adapted PE | |
| group | Gen Ed PE | |
| | Boardmaker | |
| | Visual Supports | |
| | Health & Fitness - Harcourt Publishing | |

Intermediate - Social Skills

| Physical Education Standard 6 | |
|---|--|
| Demonstrates understanding & respect for differences among people | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| PE K.6.3 Treat playmates with respect. | |
| Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates | Communication systemSEE HEALTH STANDARD 3 |
| PE K.6.4 Resolve conflicts in socially acceptable ways. | Special Olympics |
| Example: Is able to decide who goes first during play. Recognizes appropriate penalties for rules infractions | Adapted PEGen Ed PE |
| | Boardmaker |
| | Visual Supports |
| | |
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| | |



MOTOR SKILLS INTERMEDIATE

STANDARDS/SKILLS at a GLANCE MOTOR SKILLS

| Indiana Standards | SKILLS | | | | |
|---|--|---|---|---|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| MOTOR SKILLS | | | | | |
| Support independence. Access community resources | Repeat movements. Use reflexes. Perform basic locomotive and | Attempt novel gross/fine motor and sensory activities. Participate in moderate to | Perform basic rhythmic skills alone and with a partner. Participate in lifetime | Perform motor skills in progression of head control, rolling, standing, walking, | Combine different movement skills to form more complex skills. |
| Acquire and maintain | non-locomotive skills. | vigorous physical activity during and after school. | activities during physical education and recess. | running and climbing. Demonstrate the ability to | Apply the concept of practice to improve skills in |
| vocational placement | Turn pages in a book. Imitate and follow adult interactions. | Apply movement concepts to specific movement situations. | Manipulate objects at a basic level. | manipulate objects with greater accuracy. | appropriate settings. Demonstrate regular |
| Participate in recreation and leisure activities Engage in social interaction | Perform stability skills alone or with a partner. | Identify and solve problems through active explorations. | Identify and use a variety of relationships with objects. | Utilize implements combined with motor skills to perform specific skills. Attempt more complex fine motor activities. | participation in health-related activities outside of class. Describe the elements of a healthy lifestyle. |



INTERMEDIATE

Focus of MOTOR SKILLS within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators in the areas of:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

Intermediate students (grades 3-5) will concentrate on the following MOTOR SKILLS:

- Perform basic rhythmic skills alone and with a partner
- Participate in lifetime activities during physical education and recess
- Manipulate objects at a basic level
- Identify and use a variety of relationships with objects

Motor Skills

| Gross Motor Skills | | | | |
|---|---|--|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | | | |
| K.1.1 Perform locomotor)travelling actions) and non-locomotor (movement in place) skills at a beginning level Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space. Swing independently. Uses seesaw with partner. Climbs on playground equipment K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level. Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope. Catches objects; Kicks objects K.1.4 Perform basic rhythmic skills alone and with a partner. Example: Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds. Physically imitates the rhythmic movements of others K.1.3.1 Participate in lifetime activities during physical education and recess. Example: Participate in a twenty minute fitness walk (fast walk) during physical education class K.2.2.1 Identify and use a variety of relationships with objects (over/under, behind, alongside, through) Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc. Completes obstacle course | Communication system Sensory Challenges & Answers (Autism Library - SSJCS) The Out of Sync Child - (Autism Library - SSJCS) Building Bridges Through Sensory Integration (Autism Library - SSJCS) Answers to Questions Teachers Ask About Sensory Integration (Autism Library SSJCS) Special Olympics Adapted PE Gen Ed PE Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Wii - sports/Dance revolution Visual supports Sensory diet | | | |

Intermediate - Motor Skills

| Fine Motor Skills | |
|--|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling | |
| at a basic level. (throws an object at a target with an overhand motion and trunk rotation, throws | Communication system |
| something upward and catches it, and jumps over a stationary object) | Gen Ed PE Class |
| Uses thumb and first two fingers to grasp writing utensils | Adapted PE class |
| | Special Olympics |
| F.2.2 Apply movement concepts to specific movement situations (bend knees to soften the landing and | • Crafts |
| avoid obstacles in the path) Uses glue/glue stick | Tasks Galore |
| | Tasks Galore Making Groups Meaningful |
| F.2.5 Attempt novel gross/fine motor and sensory activities (running, hopping, jumping, marching, | (Autism Library - SSJCS) |
| throwing, catching, swinging) Folds and tears paper. | • Boardmaker |
| | Visual support |
| | Sensory diet |
| | Building Bridges Through Sensory |
| | Integration (Autism Library, SSJCS) |
| | Answers to questions Teachers Ask |
| | About Sensory Integration (Autism |
| | Library, SSJCS) |
| | |
| | |
| | |



CAREER/VOCATIONAL SKILLS INTERMEDIATE

STANDARDS/SKILLS at a GLANCE VOCATIONAL SKILLS

| Indiana Standards | SKILLS | | | | |
|---------------------|------------------------------|-------------------------------|-----------------------------|-----------------------------|-------------------------------|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| VOCATIONAL SKILLS | | | | | |
| Vocational behavior | Complete activities with | Complete tasks/activities as | Demonstrate appropriate | Demonstrate awareness of | Demonstrate employability |
| expectations | prompting. | directed. | communication on the job. | behaviors necessary to gain | skills. |
| | Practice calming strategies. | Show awareness of jobs and | Demonstrate preferences for | desired career. | Develop a realistic career |
| Career explorations | Explore and pretend | work within the classroom. | jobs. | Begin to make economic | plan. |
| | occupations. | Know the difference between | Demonstrate the concept of | decisions. | Plan and implement |
| Personal finance | Play with money. | wants and needs. | 'work to earn'. | Use technology to create | responsible financial |
| | Use technology for play. | Use technology appropriately. | Use technology to store and | useful documents. | transactions. |
| Technology | | | gain information. | | Use technology to gain, |
| | | | | | process, and use information. |
| | | | | | |



CAREER/VOCATIONAL SKILLS

Focus of VOCATIONAL SKILLS within the Standards-Based Essential Skills Curriculum

Intermediate students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Vocational Skills based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career exploration
- Personal finance
- Technology

Intermediate students (grades 3-5) will concentrate on the following VOCATIONAL SKILLS:

- Demonstrate appropriate communication on the job
- Demonstrate preferences for jobs
- Demonstrate the concept of 'work to earn'
- Use technology to store and gain information

Career/Vocational Skills

| INDICATOR(S) POSSIBLE MATERIALS AND RESOURCES: IUSIG K-2.2.5 Demonstrate awareness of punctuality, and doing one's best BMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills for school job and community BMS-CE 3.1.14 Express thoughts and ideas using various forms of communication (oral, written, non-verbal | Vocational Behavioral Expectations | |
|--|--|---|
| Demonstrate awareness of punctuality, and doing one's best BMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills for school job and community Boardmaker Visual supports Social stories Sensory diet Community trips | INDICATOR(5) | |
| SMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills • Social stories • Sensory diet • Community trips | | • Boardmaker |
| • | | Social storiesSensory diet |
| | BMS-CE 3.1.14 Express thoughts and ideas using various forms of communication (oral, written, non-verbal | , , |
| | | |
| | | |

Intermediate - Career/Vocational Skills

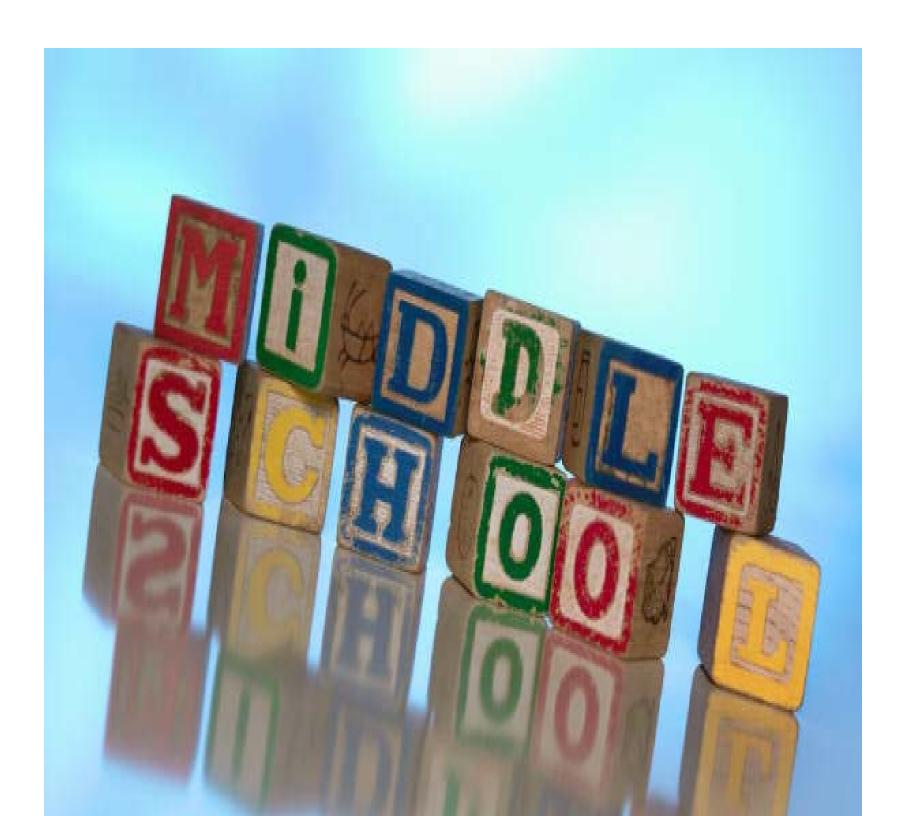
| INDICATOR(S) | POSSIBLE MATERIALS AND |
|--|------------------------------------|
| | RESOURCES: |
| IUSIG K-2.2.1 | Communication system |
| Demonstrate preference for school jobs | Boardmaker |
| | Visual support |
| CPS 4.1.5 Demonstrate proper dining etiquette | Social stories |
| | Sensory diet |
| CPS 5.1.1 Participate in a school approved community service project | • In school job experiences |
| BMS-CE 1.1.1 Identify personal likes and dislikes | |
| | |
| | |

Intermediate - Career/Vocational Skills

| POSSIBLE MATERIALS AND RESOURCES: |
|---|
| Communication system Tasks Galore Tasks Galore Making Groups Meaningful |
| (Autism Library - SSJCS)BoardmakerVisual supports |
| Token economySocial stories |
| |
| |

Intermediate - Career/Vocational Skills

| Technology | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| BMS-T 1.1.9 Use mouse, keyboard, touch screen, (input devices) to input information | Boardmaker |
| BMS-T 1.1.10 Use monitor, printer, and/or speakers (output devices) to review information | Visual supportsCommunication system |
| BMS-T 2.1.9 ID the variety of technologies used in society | ComputersOther technology (I-Pod, etc.) |
| BMS-T 3.1.2 Use technology independently | |
| BMS-T 4.1.1 Demonstrate word processing skills | |
| BMS-T 4.1.28 Demonstrate the ability to follow instructions (instructor and on screen) | |



MIDDLE SCHOOL (Grades 6-8)

Standards Based Essential Skills Curriculum

| Level: Middle School (grades 6 - 8) | |
|--|--|
| ASSESSMENT TOOLS | BEST PRACTICE INSTRUCTIONAL STRATEGIES |
| Anecdotal notes | Community Based Instruction |
| Assessment for Schedule Type - Autism Library SSJCS | Cueing - verbal and/or visual |
| Picture Interest Career Survey, PICS, JIST Publishing | Errorless learning |
| Daily data sheets | Manipulative tasks |
| Do - Watch - Listen - Say | Modeling - peer and adult |
| Assessment of Social & Communication Skills for Children with Autism - | |
| Autism Library SSJCS | |
| Functional Behavioral Assessment (FBA) | Modeling - video |
| Independent Living Postsecondary Goal IEP Team Decision Assistance | One on one instruction |
| Form, Amy G. Erickson, Transition Coalition, University of Kansas, 2007 | |
| Portfolios | Small group instruction |
| Structured Teaching Guide | Large group instruction |
| Student Work | Picture Exchange Communication System (PECS) |
| Task Analysis | Positive Behavioral Supports - verbal & tangible |
| Teacher made checklists | Prompting |
| Teacher made developmental assessments | Rehearsal |
| Therapy Notes | Repeated practice |
| Video Assessment (student performing task) | Social skills training |
| Sensory Diet and Environmental Modification Checklist Adapted from | Social Stories |
| Sensory Motor Issues in Autism & SISIS Newsletter 3/2001 | |
| Sensory Processing Skills checklist - Slosson Educational Publications, Inc. | Structured Teaching - TEACCH |
| | Visual Supports |



FUNCTIONAL/SELF-HELP SKILLS MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE

FUNCTIONAL SELF-HELP SKILLS

| Indiana Standards | ards SKILLS | | | | |
|---------------------------|--|---|---|---|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Functional Self-Help | | | | | |
| Personal Care | Attempt to feed self with spoon | Feed self with fork | Eat and drink independently | Use a knife | Use clothing with fasteners and belt |
| Independent Living Skills | Assist in dressing | Undress and dress self Wash hands, brush teeth | Undress & dress self, including buttons and fasteners | Brush/comb hair | Demonstrate complete care for self |
| | Cooperate with washing | Toilet self | Wash hands & brush teeth | Take care of gender specific needs for | Take care of gender specific |
| Health Management | Cooperate with toileting Give first name | Give name, age and gender upon request | completely Toilet self | females Give more personal information | needs for males Give complete personal |
| Use of Common Tools & | Clean up own space | Attempt to pour and stir | Give some personal | Prepare to cook simple meals | information |
| Devices | Use toys appropriately | Wipe tables | information Prepare to cook | Complete household chores | Prepare meal Perform more complicated |
| | With assistance practice safety drill procedures | Identify helping professions | Complete simple household | Participate in age appropriate physical activities | household chores |
| Money Management | Remain seating during travel | Participate in physical activities | chores Use simple common tools | Use simple items appropriately | Develop more complicated household chores |
| Safety Practices | | Use simple items and tools | independently, such as paper punch | Demonstrate how to place emergency numbers | Develop lifelong leisure activities |
| | | Begin to understand the use of money | Exchange money | Grocery shop | Make Dr. calls |
| | | Demonstrate safety | Demonstrate safety | Count coins | Use simple devices |
| | | Use the school library with help | Use community library | Use next dollar strategy | Manage money independently |
| | | | | Demonstrate safety Use community library and post office | Demonstrate stranger and community safety |
| | | | | ,, | Use public transportation |



FUNCTIONAL/SELF-HELP SKILLS

MIDDLE SCHOOL

Focus of FUNCTIONAL/SELF-HELP SKILLS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Self-Help Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal Care Skills
- Independent Living Skills
- Use of Common Tools & Devices
- Safety Practices
- Community Access
- Middle School students (grades 6-8) will concentrate on the following SELF-HELP SKILLS:
- Use a knife
- Button and fasten independently
- Brush/comb hair
- Take care of gender specific needs for females
- Give more personal information
- Prepare to cook simple meals
- Complete household chores
- Participate in age appropriate physical activities
- Use simple items appropriately
- Demonstrate how to place emergency numbers
- Grocery shop
- Count coin

- * Use next dollar strategy
- * Use community library and post office

Functional Self-Help Skills

| Personal Care Skills | POSSIBLE MATERIALS AND |
|--|---|
| NDICATOR(S) | RESOURCES: |
| Eating Cuts with knife Oressing | Communication Systems Tasks Galore Tasks Galore Making Groups Meaningf (Autism Library - SSJCS) |
| Ties shoelaces | Boardmaker |
| Puts on gloves | Visual Supports |
| Engages zipper | Everyday Life Skills - AGS |
| Fastens buttons | Life Skills Activities for Secondary Students with Special Needs - The |
| <u> Hygiene</u> | Center for Applied Research in Education |
| Washes and dries face | Health, Hygiene & Nutrition, Deirdre |
| Wipes own nose | Englehart - Instructional Fair |
| Brushes/combs hair | |
| Toileting Takes care of gender specific needs (females) | |
| | |
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| | |

| Independent Living Skills | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Personal Information | |
| Gives street number | Communication system |
| Gives street name | Tasks Galore |
| Gives parents' names upon request | Tasks Galore Making Groups Meaningfu |
| Gives school name | (Autism Library - SSJCS) |
| | Boardmaker |
| Food preparation | Visual Supports |
| Identifies food served at breakfast, lunch, and dinner | Cooking to Learn - PCI Educational |
| Stores food properly | Publishing |
| Opens packages, plastic wrappers, and containers | Look n Cook Microwave - Attainment Co. The |
| Rinses fresh fruits or vegetables | Co., Inc. • Follow Directions Carefully - Frank |
| Follows simple preparation instructions | Schaffer Publications |
| | Recipe Handbook of Easy to Use |
| Household chores Washes dishes | Activities for Teaching Autistic |
| Wasnes aisnesPuts dishes away | Children - Reach Publications, Barbara |
| Dusts furniture | Bazeghi |
| Cleans fixtures | Things I Can Do & Say - Michele Zucker |
| Cleans appliances | Saunders - Lingui Systems |
| Puts dirty laundry in hamper | Weather, Seasons, Months |
| Puts clean laundry away | Feelings & Actions, Holidays |
| , , | People & Places, Body Parts & Clothing |
| | Clean & Healthy |
| | Food and Nutrition - Janus Books |
| | |
| | The Children's Step-by-Step cookbook, |
| | Angela Wikes - DK Publishing |
| | Labels & Packages - Remedia Publications |
| | Skills for Personal & Family Living, Frances |
| | Baynor Parnell - The Goodheart-Wilcoc Co. |
| | Inc. |

Middle School - Functional Self-Help Skills

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|--|
| Participates in a variety of physical activities (age & developmentally appropriate) | Communication Systems Health Units for Nonreaders - Mayer Johnson Co. Tasks Galore Tasks Galore Making Groups Meaningfu (Autism Library - SSJCS) Boardmaker Visual Supports Special Olympics |

${\sf Middle\ School\ -\ Functional\ Self-Help\ Skills}$

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|---|---|
| Uses simple items appropriately (locks and keys, etc.) | Communication systemTasks Galore |
| Uses common measuring tools in correct context | Tasks Galore Making Groups Meaningfu (Autism Library - SSJCS) |
| Demonstrates how to place an emergency call using a telephone | BoardmakerVisual Supports |

Middle School - Functional Self-Help Skills

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|---|---|
| Follows a written/ pictorial grocery list Locates items in the store Orders own meals when eating out Attempts to count money and check math Find the value of a collection of pennies, nickels, dimes, quarters and dollars Use real money to decide whether there is enough money to make a purchase | Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports |

${\sf Middle\ School\ -\ Functional\ Self-Help\ Skills}$

| Safety Practices | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Avoids potentially harmful substances Remains quiet and orderly in emergency situations Demonstrates procedures for contacting emergency response team | Communication system Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports |

Middle School - Functional/Self-Help Skills

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|---|
| Transportation Carries personal identification when traveling Finds books in the public library Finds CD's at the public library Checks out library material from public library Prepares a letter for the mail Puts letter in mailbox | Communication system Tasks Galore (SSJCS Autism Library) Tasks Galore Making Groups Meaningfu (SSJCS Autism Library - SSJCS) Boardmaker Visual Supports |



ENGLISH/LANGUAGE ARTS MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE

ENGLISH/LANGUAGE ARTS

| Indiana Standards | SKILLS | | | | |
|---|--|---|--|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| ENGLISH/LANGUAGE | | | | | |
| ARTS | | | | | |
| Word recognition Fluency | Looks at book turning one page at a time Identifies five common signs | Read and identify letters of first name Identify the front cover, back | Recognize & name all capital & lowercase letters of alphabet | Identify letters, words, & sentences Distinguish beginning, middle | Recognize common abbreviations Follow simple multiple step |
| Vocabulary development | and symbols | cover, & title page of book | Read one-syllable & high frequency (often heard) | & ending sounds in single- syllable words (words with | written instructions |
| Comprehension & analysis of nonfiction & informational text | Recognizes pictures of familiar people, places, and things | Identify a favorite story Identify two characters that interact in a story | words by sight Identify (25) common signs and symbols | only one vowel sound) Identify and demonstrate | Write a friendly letter complete with the date, salutation |
| Comprehension & analysis of literary text | Use symbols or objects to communicate | Write by moving from left to right and top to bottom | Understand what is read by responding to questions (who, | meaning of important signs & symbols Use picture clues & context to | Arrange words in alphabetical order |
| Writing processes & concepts | Attempt to write & draw | Imitate drawing vertical, | what, where) | aid comprehension & to make predictions about story | Ask for clarification and explanation of ideas |
| Writing applications | Communicates using one-two word vocalizations, signs, | horizontal and circle | Dictate something for an adult to write down. | content | |
| Written English language conventions | symbols, or gestures Attend to adult directed | Follow one-step spoken directions with prompts | Combine strokes and shapes to represent letters | Retell a story's beginning, middle, and ending | |
| Listening & speaking skills, strategies, & applications | activities or stories Initiate turn taking in play and | Give name (first & last), age & gender upon request | Give address upon request | Print legibly & space letters, words, & sentences appropriately | |
| | conversations | | Understand and follow one & two-step spoken directions | Give, restate, and follow simple two-step directions | |
| | | | | Relate an important life event or personal experience in a simple sentence | |

ENGLISH/LANGUAGE ARTS

MIDDLE SCHOOL

Focus of ENGLISH/LANUGUAGE ARTS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>ENGLISH/LANGUAGE ARTS</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension & Analysis of Nonfiction and informational text
- Comprehension and Analysis of Literary Text
- Writing processes and concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, and applications

Middle School students (grades 6-8) will concentrate on the following ENGLISH/LANGUAGE ARTS skills:

- Identify letters, words, and sentences
- Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound)
- Identify and demonstrate meaning of important signs and symbols
- Use picture clues and context to aid comprehension and to make predictions about story content
- Retell a story's beginning, middle, and ending
- Print legibly and space letters, words, and sentences appropriately
- Give, restate, and follow simple two-step directions
- Relate an important life event or personal experience in a simple sentence

English/Language Arts

Level: Middle School (grades 6-8)

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| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
|---|--|
| 1.1.2 Identify letters, words and sentences | Communication system PCI Reading Program |
| 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points | Remedia Series - Sight words Stories & seat work Tasks Galore |
| 1.1.4 Distinguish beginning, middle and ending sounds in single-syllable words (words with only one vowel sound) | Tasks Galore - Making Groups Meaningful (Autism Library - SSJCS) |
| 1.1.7 Create and state a series of rhyming words | BoardmakerVisual supports |
| 1.1.11 Read common sight words | Vocabulary Building Game - PCI Education |
| 1.1.16 Read and understand simple compound words and contractions | Hot Dots Reading Comprehension Cards - Sets 1 - 5, Educational |
| 1.1.19 Identify and demonstrate meaning of important signs and symbols, such as stop signs, school | Insights |
| crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs of symbols | • Spell that Right - PCI Education |
| 2.1.17 Understand common synonyms (words with same meanings) and antonyms (words with opposite meanings) | Practical Practice Reading Cards - Remedia Publishing |
| 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop, etc) | Sight Words for Older Students - Remedia Publishing Word Families for Older Students |
| 2.1.11 Know and use common word families (such as ale, est, ine, ock, ump, etc.) when reading unfamiliar words | RemediaEssential Vocabulary - CompleteSet - Remedia Publishing |
| | Comprehension Quickies - Remedian Publications Find the Match Literacy - Mailbox |

| Books Basic Reading Series, 1 to 3 - PCI Educational Publishing Card Master - Califone Daily Oral Language - Carson-Dellosa, Gregg Byers Challenger Adult Reading Series - New Readers Press, Corea Murphy The Five W's - Remedia Publications Word Families for Older Students - Remedia Publications Step Up to Language Arts - Carson-Dellosa, Editor, Joey Bland Calendars - Remedia Publications |
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ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | ENGLISH/LANGUAGE ARTS |
|--------------|--|
| LEVEL | Middle School |
| STANDARD# | 1 |
| SUBJECT AREA | READING: Word Recognition, Fluency, and Vocabulary Development |
| INDICATOR | 1.1.11 Read common sight words |
| PAGE # | |

<u>ACTIVITY</u>: Learning & Reviewing Common Sight Words

<u>MATERIALS NEEDED:</u> * PCI kit * Dolch word board games * Sight word Bingo * Gr 1 Sled Spin Out (game)

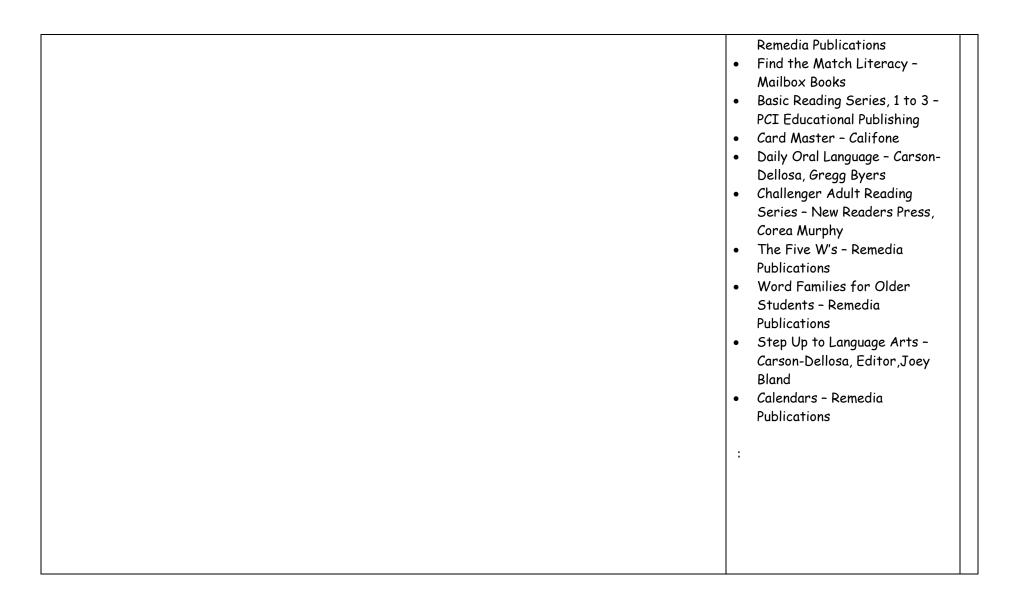
Gr 2 Go Cart Rally (Lakeshore)

<u>DIRECTIONS</u>: * Using the instructions from the PCI reading kit, test then teach common sight words.

* Practice and review those words playing board games and sight word Bingo. * Practice reading sight words in the environment.

<u>OPTIONAL ACTIVITY:</u> Read books that contain many sight words to younger students. We read to kindergartners.

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|--|
| K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content | Communication system PCI Reading Program |
| C.2.3 Generate and respond to questions (who, what, where, why) | Remedia Series - Sight words Stories & seat work |
| I.2.4 Follow one-step written instructions | Tasks Galore Tasks Galore - Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual supports Vocabulary Building Game - PCI Education Hot Dots Reading Comprehension Cards - Sets 1 - 5, Educational Insights |
| | Spell that Right - PCI Education Practical Practice Reading Cards - Remedia Publishing |
| | Sight Words for Older Students - Remedia Publishing |
| | Word Families for Older Students - Remedia |
| | Essential Vocabulary – Complete Set – Remedia Publishing |
| | Comprehension Quickies - |



| Standard 3 | |
|--|---|
| READING: Comprehension and Analysis of Literary Text | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending | Communication system PCI Reading Program Remedia Series - Sight words |
| 1.3.5 Understand what is read by responding to questions (who, what, where, why) | Stories & seat work Tasks Galore |
| 2.3.6 Recognize the difference between fantasy and reality | Tasks Galore - Making Groups Meaningful (Autism Library - SSJCS) |
| | Boardmaker |
| | Visual supports |
| | Vocabulary Building Game - |
| | PCI Education |
| | Hot Dots Reading Comprehension Cards - Sets 1 |
| | 5, Educational InsightsSpell that Right - PCIEducation |
| | Practical Practice Reading Cards - Remedia Publishing |
| | Sight Words for Older Students - Remedia Publishing |
| | Word Families for Older Students - Remedia |
| | Essential Vocabulary - Complete Set - Remedia |
| | Publishing |
| | Comprehension Quickies - Remedia Publications |
| | Find the Match Literacy - |
| | Mailbox Books |
| | Basic Reading Series, 1 to 3 - |

| | PCI Educational Publishing Card Master - Califone Daily Oral Language - Carson-Dellosa, Gregg Byers Challenger Adult Reading Series - New Readers Press, Corea Murphy The Five W's - Remedia Publications Word Families for Older Students - Remedia Publications Step Up to Language Arts - Carson-Dellosa, Editor, Joey Bland Calendars - Remedia Publications |
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ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | English/ Language Arts |
|--------------|---|
| LEVEL | Middle School |
| STANDARD# | #3 |
| SUBJECT AREA | Reading: Comprehension & Analysis of Text |
| INDICATOR | 2.3.6 |
| PAGE # | |

ACTIVITY - Real or Fake? Determining fantasy from reality

MATERIALS NEEDED

- Boardmaker/Writing with Symbols * Clip art or access to Google Images * Sharpie
- Construction paper
 * Scissors and glue
 * Plastic bag

DIRECTIONS

- 1. Create a series of pictures using clip art or Google Images. Suggestion: animals. One set Disney characters/one set digital pictures from Google Images.
- 2. Print out and have students cut out pictures
- 3. Make a T chart (81/2 by 14) with 'real' and 'not-real' on the heading
- 4. Have students sort photos under the correct heading and glue

<u>OPTIONAL ACTIVITY</u> - Memory game. Print out 2 sets of cards rather than one and use the extra set for memory game. Have students lay out all cards and select the 2 cards that go together.

| Standard 4 | |
|--|--|
| WRITING: Writing Processes and Concepts | |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| 1.4.2 Use various organizational strategies to plan writing | Communication system |
| | Handwriting Without Tears |
| 1.4.3 Revise writing for others to read | Graphic organizers |
| | Boardmaker |
| 1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of | Visual supports |
| contents, diagrams) and document the sources (titles) | Writing Away Today - Janie Holt, |
| | PCI Education |
| 2.4.5 Use of computer to draft, revise, and publish writing | |
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Middle School - English/Language Arts

| Standard 5 | |
|---|---|
| WRITING: Writing Applications (Different Types of Writing and Their Ch | iaracteristics) |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 1.5.5 Write, dictate or use computer for different purposes and to a specific audience or person. Example: Write a thank you note to the store manager after a field trip to the local supermarket | Communication system Handwriting Without Tears Graphic organizers |
| 2.5.3 Write, dictate or use computer to compose a friendly letter complete with the date, salutation, body, closing, and signature | Boardmaker Visual supports Writing Away Today - Janie Holt, PCI Education |

| Standard 6 | | | | |
|---|--|--|--|--|
| WRITING: Written English Language Conventions | | | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES | | | |
| 1.6.1 Print legibly and space letters, words, and sentences appropriately | Communication systemHandwriting Without Tears | | | |
| 1.6.2 Write in complete sentences | Graphic organizers Boardmaker | | | |
| 1.6.6 Correctly use periods, exclamation points, and question marks at the end of sentences | Visual supportsWriting Away Today - Janie Holt, PCI | | | |
| 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I | Education | | | |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | ENGLISH/LANGUAGE ARTS |
|--------------|---|
| LEVEL | Middle School |
| STANDARD# | 6 |
| SUBJECT AREA | Writing: Written English Language Conventions |
| INDICATOR | 1.6.2 Write in complete sentences |
| PAGE # | |

ACTIVITY: Coat Hanger Mobile (Valentine's Day Theme)

MATERIALS NEEDED: * Wire Coat hanger * Construction paper * Yarn * Hole puncher * markers

Scissors * Paste

<u>DIRECTIONS</u>: * Cut two hearts from construction paper. Make big enough to cover the center part of the hanger opening. Cut one smaller heart for each member of the student's family.

- Guide the student to write one sentence for the large heart such as, I love the Smith family. Have the student type the sentence on the computer. Print it and cut out. Paste it to one of the larger hearts. Paste the two larger hearts together back to back while also attaching them to the coat hanger.
- Have the student write one sentence telling what they love about each member of his/her family, including himself/herself.
 Type and print these sentences using the computer. Cut out and paste each one on a small heart. Punch holes in the top of each heart and use yarn to attach them to the bottom of the coat hanger.
- OPTIONAL ACTIVITY: Make a similar mobile for the student only. The student writes his/her name on the center of the mobile and attaches small geometric shapes which contain sentences describing themselves.

| LISTENING AND SPEAKING: Listening and Speaking Skills, and Ap | plications |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| K.7.2 Share information and ideas, speaking complete, coherent sentences 1.7.1 Listen attentively | Communication systemAssistive tech (high and low tech)Boardmaker |
| | Visual Supports |
| 1.7.2 Ask questions for clarification and understanding | PCI Reading Program |
| 470.0 | Remedia Series - Sight words Stories |
| 1.7.3 Give, restate, and follow simple two-step directions | & seat work |
| 1.7.8 Relate an important life event or personal experience in a simple sentence | Tasks GaloreTasks Galore - Making Groups |
| 1.7.6 Relate an important life event of personal experience in a simple sentence | Meaningful (Autism Library - SSJCS) |
| | Vocabulary Building Game - PCI |
| | Education |
| | Hot Dots Reading Comprehension |
| | Cards - Sets 1 - 5, Educational |
| | Insights |
| | Spell that Right - PCI Education |
| | Practical Practice Reading Cards - Remedia Publishing |
| | Sight Words for Older Students - Deve die Dublishing |
| | Remedia Publishing • Word Families for Older Students - |
| | Remedia |
| | Essential Vocabulary - Complete Set - Remedia Publishing |
| | Comprehension Quickies - Remedia |
| | Publications |
| | Find the Match Literacy - Mailbox |
| | Books |
| | Basic Reading Series, 1 to 3 - PCI |
| | Educational Publishing |
| | Card Master - Califone |

| | Daily Oral Language - Carson-Dellosa, Gregg Byers Challenger Adult Reading Series - New Readers Press, Corea Murphy The Five W's - Remedia Publications Word Families for Older Students - Remedia Publications Step Up to Language Arts - Carson- Dellosa, Editor, Joey Bland Calendars - Remedia Publications |
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MATHEMATICS
MIDDLE SCHOOL

| | STANDARDS/ | SKILLS at a | GLANCE - | MATHEMATICS | | |
|--|---|---|---|---|--|--|
| Indiana Standards | | SKILLS | | | | |
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School | |
| Mathematics | | | | Count, read & write whole numbers up | | |
| Number sense Computation Algebra & Functions | Match like numerals Give 1 object when asked Give 'more' when asked Put objects into groups by attributes | Count a number of objects up to 12 Match number symbols with amounts to 12 Apply one-to-one | Identify the next number in a series of numbers up to 31 Count, read, & write whole numbers up to 31 Compare sets of up to ten | to 100. Count by ones, fives, and tens to 100. Identify numbers up to 100 in various combinations of tens and ones. Model addition by joining sets of | Represent, compare, & interpret data using pictures & picture graphs. Solve problems involving multiplication & division | |
| Geometry | Distinguish big and little Choose between 2 activities Complete an inset puzzle of 3 | correspondence with objects & people Reproduce simple AB | objects & identify whether one set is equal to, more than, or less than another | objects (for any 2 sets with fewer than 10 objects when joined) Model subtraction by removing objects | of any whole numbers with a calculator. Demonstrate the | |
| Measurement | or more pieces | patterns of concrete objects | Use manipulatives for addition situations for sums less than | from sets (for numbers less than 10) Demonstrate the meaning of the | relationships among inch, foot, and yard. | |
| Problem solving | | Sort a group of objects by more than one way Complete interlocking puzzle of 8 to 12 pcs. Relate time to events with pictures and symbols | five Use manipulatives for subtraction situations for sums less than five. Identify, sort & classify objects by size, number, & other attributes. Identify objects that do not belong to a particular group. Copy circles, squares, triangles, and rectangles Identify 10 body parts Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendar are tools that measure time. Tell time to the nearest hour & relate time to events (before/after, shorter/longer) Identify and give the values of pennies, nickels, dimes, quarters, and dollars. | symbols +, -, and =. Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment any specify their locations. Make direct comparisons of length, capacity, weight, temperature of objects, & recognize which object is shorter, longer, taller, lighter, or holds more. Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, year. Understand that clocks & calendars are tools that measure time and match clock face to event. Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer) Identify and give the values of collections of pennies, nickels, & dimes. Find the value of collection of pennies, nickels, dimes, quarters, and dollars. | Read a thermometer. Tell time to the nearest minute and find how much time has elapsed. | |

MATHEMATICS/MIDDLE SCHOOL

Focus of MATHEMATICS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific MATHEMATICAL skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem solving

Middle School students (grades 6-8) will concentrate on the following MATHEMATICAL skills:

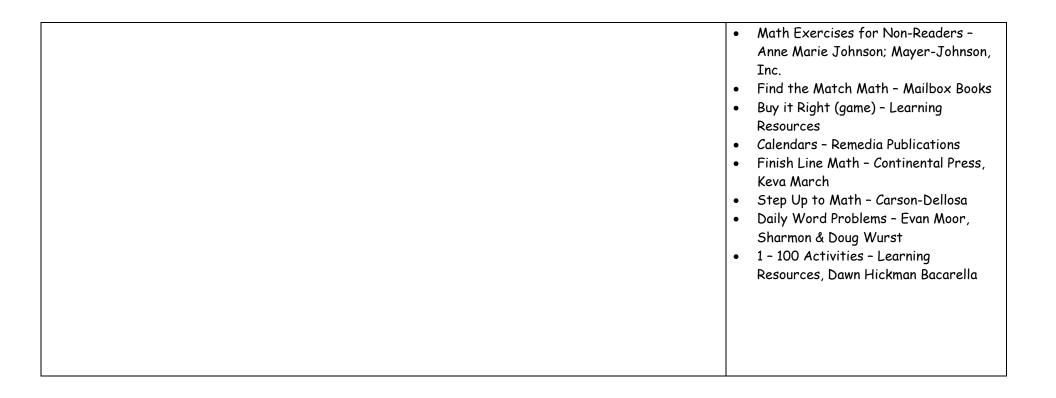
- Count, read, and write whole numbers up to 100
- Count by ones, fives, and tens to 100
- Identify numbers up to 100 in various combinations of tens and ones
- Model addition by joining sets of objects from sets (for numbers less than 10)
- Model subtraction by removing objects from sets (for numbers less than 10)
- Demonstrate the meaning of the symbols+, -, and =
- Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment and specify their locations
- Make direct comparisons of length, capacity, weight, temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, cooler or holds more
- Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand
 that clocks and calendars are tools that measure time and match clock face to event
- Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer)
- Identify and give the values of collections of pennies, nickels, and dimes
- Find the value of a collection of pennies, nickels, dimes, quarters, and dollars

MATHEMATICS

STANDARD 1

Number Sense

| Number Sense | |
|---|--|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F3 Uses a tally system | * Communication system |
| | Touch math |
| K.1.3 Know that larger numerals represent more objects than numerals represent | Tasks Galore |
| | Tasks Galore Making Groups |
| K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10) | Meaningful (Autism Library - SSJCS) |
| | Boardmaker |
| K.1.7 Find the number that is one more than or one less than any whole number up to 10 | Visual Supports |
| | Hot Dots Math Cards (Telling Time, |
| K.1.8 Use correctly the words one/many/none/some/all. | Money, Subtraction, Addition), |
| more/less, and most/least | Educational Insights |
| | Money Calc - PCI Education |
| 1.1.1 Count, read, and write whole numbers up to 100 | Presto Chang-o Game, Educational |
| | Insights |
| 1.1.4 Name the number that is one more than or one less than any number up to 100 | Calculator |
| | Basic Picture Math 1, 2, 3 - Remedia |
| 2.1.1 Count by ones, fives, and tens to 100 | Publishing |
| | Coin Abacus - Remedia Pubishing |
| 2.1.3 Identify numbers up to 100 in various combinations of tens and ones | Coupon Math 1 & 2 - Remedia |
| | Publishing |
| 2.1.5 Compare whole numbers up to 100 and arrange them in numerical order | Drive Through Math 1 & 2 - Remedia |
| | Publishing |
| 2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one(two | Market Math - Remedia Publishing |
| halves = one whole, four quarters = one dollar, 24 hours = one day | Department Store Math - Remedia |
| | Publishing |
| | Hands on Math - Kathleen Fletcher; |
| | Incentive Publications |
| | Math Made Simple - Frank Schaffer |
| | Publications |



| STANDARD 2 | |
|---|---|
| Computation | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| K.2.1 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined) | Communication systemTouch math |
| K.2.2 Model subtraction by removing objects from sets (for numbers less than 10) | Tasks GaloreTasks Galore Making Groups Meaningful |
| 1.2.5 Demonstrate the meaning of the symbols +, -, and = | (Autism Library - SSJCS) • Boardmaker |
| 1.2.6 Demonstrate the role of zero in addition and subtraction | Visual SupportsHot Dots Math Cards (Telling Time, |
| 2.2.1 Model addition of numbers less than 100 with objects and pictures with a calculator | Money, Subtraction, Addition), Educational Insights |
| 2.2.2 Add two whole numbers less than 100 with and without regrouping with a calculator | Money Calc - PCI Education Presto Chang-o Game, Educational |
| 2.2.3 Subtract two whole numbers less than 100 without regrouping with a calculator | Insights Calculator Basic Picture Math 1, 2, 3 - Remedia Publishing Coin Abacus - Remedia Publishing Coupon Math 1 & 2 - Remedia Publishing Drive Through Math 1 & 2 - Remedia Publishing Market Math - Remedia Publishing Market Math - Remedia Publishing Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - |

| | Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|--|--|
|--|--|

| STANDARD 3 | | |
|---|--|--|
| Algebra & Functions | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | |
| 1.3.1 Write and solve number sentences from problem situations involving addition and subtraction | Communication systemTouch math | |
| 3.3.7 Plot and label whole numbers on a number line or grid up to 50 | Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition), Educational Insights Money Calc - PCI Education Presto Chang-o Game, Educational Insights Calculator Basic Picture Math 1, 2, 3 - Remedia Publishing Coin Abacus - Remedia Publishing Coupon Math 1 & 2 - Remedia Publishing Drive Through Math 1 & 2 - Remedia Publishing Market Math - Remedia Publishing Market Math - Remedia Publishing Market Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer | |

| | Publications • Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. • Find the Match Math - Mailbox Books • Buy it Right (game) - Learning Resources • Calendars - Remedia Publications • Finish Line Math - Continental Press, Keva March • Step Up to Math - Carson-Dellosa • Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|--|---|
|--|---|

| STANDARD 4 | |
|---|--|
| Geometry | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 1.4.1 Identify and sort triangles, rectangles, squares and circles | Communication systemTouch math |
| 1.4.6 Arrange objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of | Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 2.4.5 Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment and specify their locations | Boardmaker Visual Supports Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition), Educational Insights Money Calc - PCI Education Presto Chang-o Game, Educational Insights Calculator Basic Picture Math 1, 2, 3 - Remedia Publishing Coin Abacus - Remedia Publishing Coupon Math 1 & 2 - Remedia Publishing Drive Through Math 1 & 2 - Remedia Publishing Market Math - Remedia Publishing Market Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books |

| Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
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| |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | MATHEMATICS |
|--------------|---------------|
| LEVEL | Middle School |
| STANDARD# | 4 |
| SUBJECT AREA | Geometry |
| INDICATOR | 1.4.6 |
| PAGE # | |

ACTIVITY: Position in Space Game

MATERIALS NEEDED: * Old toy or stuffed animal * Tally sheet or chalkboard

<u>DIRECTIONS:</u> * You can use teams or individuals. * Call out a position in space or direction. * Student uses the toy/animal to demonstrate it. * Keep score of correct responses using tally marks. * First team/student to 10 wins.

OPTIONAL ACTIVITY: Place Simon Says using position in space words or direction cards.

| STANDARD 5 | |
|---|---|
| Measurement | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more | Communication systemTouch mathTasks Galore |
| K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time and match clock face to event | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports |
| 1.5.6 Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer) | Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition), |
| 1.5.7 Identify and give the values of collections of pennies, nickels, and dimes | Educational InsightsMoney Calc - PCI Education |
| 2.5.1 Measure length to the nearest inch, foot, yard | Presto Chang-o Game, Educational Insights |
| 2.5.5 Identify and measure capacity using cups and pints | CalculatorBasic Picture Math 1, 2, 3 - Remedia |
| 2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars | PublishingCoin Abacus - Remedia Publishing |
| 3.5.11 Use real money to decide whether there is enough money to make a purchase | Coupon Math 1 & 2 - Remedia Publishing Drive Through Math 1 & 2 - Remedia Publishing Market Math - Remedia Publishing |
| | Market Math - Remedia Publishing Department Store Math - Remedia Publishing |
| | Hands on Math - Kathleen Fletcher; Incentive Publications |
| | Math Made Simple - Frank Schaffer Publications |
| | Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. |

| | Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
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ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | MATHEMATICS | |
|--------------|-------------------------------------|--|
| LEVEL | Middle School | |
| STANDARD# | 5 | |
| SUBJECT AREA | Measurement | |
| INDICATOR | K.5.1 Comparisons (longer, shorter) | |
| PAGE # | | |

<u>ACTIVITY</u>: Worksheets on Super Bowl

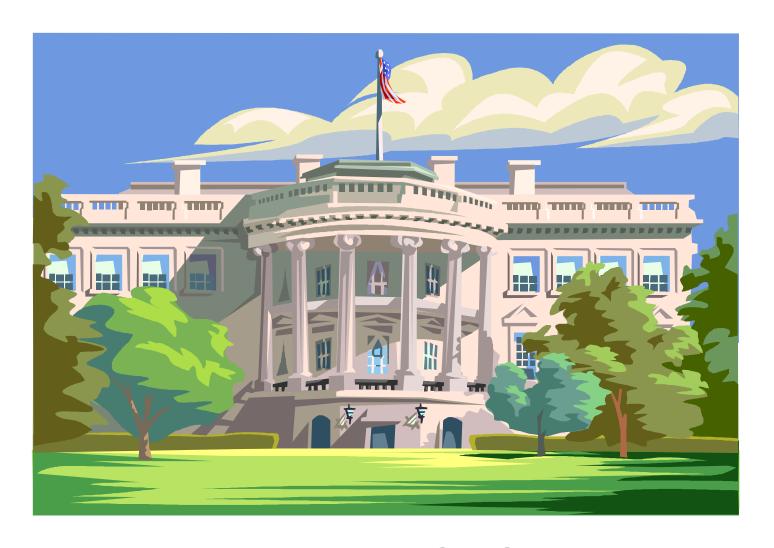
MATERIALS NEEDED: News-2-you daily news. (News-2-you website) Super Bowl Level 3

<u>DIRECTIONS:</u> Measure different pictures with given scale and make comparisons regarding longer and shorter.

OPTIONAL ACTIVITY: Measure actual items in the room with a ruler and make comparisons.

| STANDARD 6 | |
|--------------------------------|---|
| Problem Solving | |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| F.6.13 Use a tool in a new way | * Communication system |
| | Touch math |
| | Tasks Galore |
| | Tasks Galore Making Groups Meaningform |
| | (Autism Library - SSJCS) |
| | Boardmaker |
| | Visual Supports |
| | Hot Dots Math Cards (Telling Time, |
| | Money, Subtraction, Addition), |
| | Educational Insights |
| | Money Calc - PCI Education |
| | Presto Chang-o Game, Educational |
| | Insights |
| | Calculator |
| | Basic Picture Math 1, 2, 3 - Remedia Publishing |
| | Coin Abacus - Remedia Publishing |
| | Coupon Math 1 & 2 - Remedia Publishir |
| | Drive Through Math 1 & 2 - Remedia Publishing |
| | Market Math - Remedia Publishing |
| | Market Math - Remedia Publishing |
| | Department Store Math - Remedia |
| | Publishing |
| | Hands on Math - Kathleen Fletcher; |
| | Incentive Publications |
| | Math Made Simple - Frank Schaffer Publications |
| | Math Exercises for Non-Readers - |
| | Anne Marie Johnson; Mayer-Johnson, |

| Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|---|
| |



SOCIAL SCIENCES MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE

SOCIAL SCIENCES

| Indiana Standards | SKILLS | | | | |
|------------------------------------|--|--|---|---|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SCIENCES | | | | | |
| The nature of science & technology | Holds a crayon or marker Engage in pretend play. Activate simple machines or | Use the five senses. Use a variety of scientific tools. | Ask and answer question about his/her world. Observe and describe properties of objects. | Recognize that some materials can be used over again. Recognize that most living | Use tools to observe, measure, design, and build things. Discuss and describe |
| The Physical setting | cause & effect toys Investigate the physical surroundings. | Follow classroom rules. Sequence recurring events. | Give examples of plants and animals. | things need food, water, and air. Identify and follow school | examples of technology. Demonstrate that a variety of living things can be sorted |
| The living environment | Cooperate with a routine. | Work & play cooperatively with others. | Identify the week, months of the year, seasons of the year | rules. Use words related to location, | into groups by various features. |
| History | Look of picture books & listen to stories. | Help clean up after an activity. | Determine what types of clothes to wear based on weather. | direction and distance. Identify maps. | Explain that eating healthy foods and getting exercise and rest help people stay |
| Civics and Government | Assist with daily needs. Help clean up after an activity with prompting. | | Identify individuals who are important in individual's life. | Identify places in the local community. | healthy. Explain that Indiana is one of 50 states in the USA. |
| Geography | Demonstrate early play skills. | | | | Identify directions on a map. Use community resources. |
| Individuals, Society and Culture | | | | | |

SOCIAL SCIENCES

MIDDLE SCHOOL

Focus of SOCIAL SCIENCES within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>SOCIAL SCIENCES</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society, and Culture

Middle School students (grades 6-8) will concentrate on the following SOCIAL SCIENCES skills:

- Recognize that some materials can be used over again
- Recognize that most living things need food, water and air
- Identify and follow school rules
- Use words related to location, direction, and distance
- Identify maps
- Identify places in the local community

SOCIAL SCIENCES

Science Standard 1

The Nature of Science & Technology

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|---|---|
| 1.1.2 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them. | Communication system Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 2.1.1 Manipulate an object to gain additional information about it | BoardmakerVisual support |
| 2.1.2 Use tools - such as thermometers, magnifiers, rulers, or measuring cups - to gain more information about objects | Common tools (thermometer, magnifier, rulers, etc. Musical devices (iPod, radio, etc.) |
| 2.1.7 Recognize ways that some materials – such as recycled paper, cans, and plastic jugs – can be used over again | 101 great science experiments: A Step by Step Guide DK Publishing Science Enrichment: 100 Reproducible |
| 3.1.7 Recognize that an invention can be used in different ways, such as a radio being used to get information and for entertainment | Science Enficients 100 Reproductible Activities Grade 1 - 2 Instructional Fair The Complete Book of Science American Education Publishing Gr. 1 - 2 Science, Burdett & Ginn Science for Early Grades, Carson- Dellosa Publishing Grades K - 2 Science, Frank Shaffer Grades 1 - 2 Measurement, Continental Press A,B,C Using the Standards Measurement, Frank Shaffer Publications - Gr K The Mailbox, Grades 1 - 3 Just for the Health of It, Series - 6 Units, Patricia Rizzo Toner Attainment's Look N Cook Microwave Nutrition High Interest Workbook, Remedia Publications |

ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | SOCIAL SCIENCES |
|--------------|------------------------------------|
| LEVEL | Middle School |
| STANDARD# | 1 |
| SUBJECT AREA | The Nature of Science & Technology |
| INDICATOR | 2.1.7 |
| PAGE # | |

ACTIVITY: REDUCE, REUSE, RECYCLE

<u>MATERIALS NEEDED:</u> * Recycling tubs for whole school * Trash cans with holes to recycle plastic & cans. * Paper recycling bin.

DIRECTIONS: *Begin by reading "Trash & Recycling" by Stephanie Turnbull, or other books on recycling.

- Find company to donate bins for all teachers to use to recycle paper. Best Way is a good resource for
 donated bins. * Pass out bins with numbers on them for each room. * Have teachers and students recycle
 their paper trash. * Schedule time for students to collect bins and dump into large recycling bin. * If
 needed, have students sort items to be recycled.
- Abitibi recycling service will provide large bins for school use. They empty the bins on a regular basis and pay for paper if over a certain weight.
- Take cans and plastic to recycling center and receive cash.

SCIENCE STANDARD 3

The Physical Setting

INDICATOR(S)

- 2.3.2 Investigate weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year
- 2.3.5 Investigate that things can be done to materials such as freezing, mixing, cutting, heating, or wetting to change some of their properties. Observe that not all materials respond in the same way
- 3.3.3 Observe and describe that the sun can be seen only in the daytime
- 3.3.6 Describe ways human beings protect themselves from adverse weather conditions
- 5.3.4 Observe that clouds and fog are made of tiny droplets of water

POSSIBLE MATERIALS AND RESOURCES:

- Communication system
- Tasks Galore
- Tasks Galore Making Groups Meaningful (Autism Library - SSJCS)
- Boardmaker
- Visual supports
- Work system
- 101 great science experiments: A Step by Step Guide DK Publishing
- Science Enrichment: 100 Reproducible Activities Gr.1 - 2 Instructional Fair
- The Complete Book of Science American Education Publishing Grades 1 - 2
- Science, Burdett & Ginn
- Science for Early Grades, Carson-Dellosa Publishing Grades K - 2
- Science, Frank Shaffer Grades 1-2
- Measurement, Continental Press Books
- Using the Standards Measurement, Frank Shaffer Publications - Gr K
- The Mailbox, Grades 1 3
- Just for the Health of It, Series 6
 Units, Patricia Rizzo Toner
- Attainment's Look N Cook Microwave
- Nutrition High Interest Workbook, Remedia Publications
- PLT Pre K-8 Environmental Education & Activity Guide - American Forest Foundation
- Project Wild K-12 Curriculum & Activity Guide - Council for Environmental Education

| SCIENCE STANDARD 4 | |
|--|--|
| The Living Environment | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 1.4.4 Recognize that most living things need water, food, and air 3.4.8 Recognize that some things people take into their bodies from the environment can hurt them and identify examples of such things | * Tasks Galore • Communication system • Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) • Boardmaker • Visual schedule - individual and classroom • Work system • 101 great science experiments: A Step by Step Guide DK Publishing • Science Enrichment: 100 Reproducible Activities Grade 1 - 2 Instructional Fair • The Complete Book of Science American Education Publishing Grades 1 - 2 • Science, Burdett & Ginn • Science for Early Grades, Carson-Dellosa Publishing Grades K - 2 • Science, Frank Shaffer Grades 1 - 2 • Measurement, Continental Press Books A,B,C • Using the Standards Measurement, Frank Shaffer Publications - Gr K • The Mailbox, Grades 1 - 3 • Just for the Health of It, Series - 6 • Units, Patricia Rizzo Toner • Attainment's Look N Cook Microwave • Nutrition High Interest Workbook, Remedia Publications |

| Social Studies Standard 1 | |
|---|--|
| History | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| K.1.4 Identify and order events that take place in a sequence | Communication systemTasks Galore |
| 1.1.3 Identify American songs and symbols | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 1.1.5 Identify people and events observed in national celebrations and holidays | Boardmaker Visual supports The Mailbox, Grades 1 - 3 Calendar of National Celebrations & Holidays |
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Middle School - Social Studies

| Social Studies Standard 2 | |
|--|---|
| Civics & Government | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.2.17 Identify the current President | Communication systemTasks Galore |
| K.2.5 Identify and follow school rules to ensure order and safety | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 1.2.1 Give examples of people who have the authority to make and enforce rules | BoardmakerVisual supports |
| 1.2.3 Identify examples of rules and laws | The Mailbox, Grades 1 - 3 Members of the Community - IEP Resources Know the Code At School - Attainment |
| | |

| Social Studies Standard 3 | |
|---|--|
| Geography | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| F.3.37 Help with class routines that keep the classroom clean and safe K.3.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down | * Communication system • Tasks Galore • Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| K.3.2 Identify maps as ways of representing Earth and identify map symbols for land and water | BoardmakerVisual supportsMaps - local, US, World |
| 1.3.5 Identify the effect of seasonal changes on plants, animals, and people | |
| 2.3.3 Locate the local community and the United States on a map | |
| 2.3.4 ID places that are nearby or related to a local community | |

Middle School - Social Studies

| Social Studies Standard 5 | |
|---|---|
| Individuals, society, & Culture | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| 1.5.1 Identify one's own individual talents, interests, and hobbies, as well as the talents and interests of others | * Communication system • Tasks Galore • Tasks Galore Making Groups Meaningful |
| 1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community | (Autism Library - SSJCS)BoardmakerVisual Supports |
| 5.5.1 Describe basic needs that individuals have in order to survive; such as the need for food, water, shelter, and safety | Voice Output Device Members of the Community - IEP Resources |
| | |
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SOCIAL SKILLS

MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE

SOCIAL SKILLS

| Indiana Standards | SKILLS | | | | |
|-----------------------------------|---|--|---|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SKILLS | | | | | |
| Personal self management skills | Interact during games. Use spatial relationships with objects. | Express feelings of self. Appropriately respond to others. | Develop self confidence. Express feelings. Use coping strategies. | Demonstrate coping strategies. Seek help. | Manage stress, anger, and feelings. Resolve threatening of |
| Decision making and goal setting. | Imitate. Understand cause & effect. | Have an awareness of safety. Work cooperatively. | Use listening skills. Use refusal skills. | Become a responsible person. Express feelings. | unhealthy situations. Demonstrate respect of self and others. |
| Responsibility | Use adults as resources. Follow rules for games. | Work independently. Develop positive attitude towards self. | Problem solves & conflict resolve. | Use listening skills. Resolve conflicts positively. | Demonstrate healthy ways to express wants and needs. Listen and communicate. |
| Personal & Social Behavior | Use basic rhythmic movements. Play cooperatively. | | Follow directions & rules. Respect others. | Use decision making process. Set personal goals. | Use decision making skills. Set personal goals. |
| Respect for diversity | | | | Follow rules and directions. Help others. | Follow directions. Respect people and |
| | | | | | equipment. Demonstrate positive attitude towards self and others. |

SOCIAL SKILLS

MIDDLE SCHOOL

Focus of SOCIAL SKILLS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Social Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

Middle School students (grades 6 - 8) will concentrate on the following SOCIAL SKILLS:

- Demonstrate coping strategies
- · Seek help
- Become a responsible person
- Express feelings
- Use listening skills
- Resolve conflicts positively
- Use decision making process
- Set personal goals
- Follow rules and directions
- Help others

Social Skills

Health Standard 3

Students will demonstrate the ability to apply self-management skills

INDICATOR(S)

Health 1.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrate the ability to identify angry feelings, calm down, and use healthy strategies such as talking with a friend or trusted adult and engaging in stress-releasing activity to communicate and cope with feelings of anger

Health 1.3.3 Demonstrate ways to avoid and seek help in threatening situations.

Example: Demonstrate how to avoid fights with bullies by saying no, walking away, and telling a trusted adult

POSSIBLE MATERIALS AND RESOURCES

- Communication system
- Social Skills Strategies A social emotional curriculum for adolescents (available from Autism Library SSJCS)
- Yoga
- Social Star series (available from Autism Library SSJCS)
- Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS)
- Thinking About You, Thinking About Me (available from Autism Library SSJCS)
- Photographics Emotions & Expressions (available from Autism Library SSJCS)
- Autism & PDD Adolescent Social Skills Lessons: Interacting

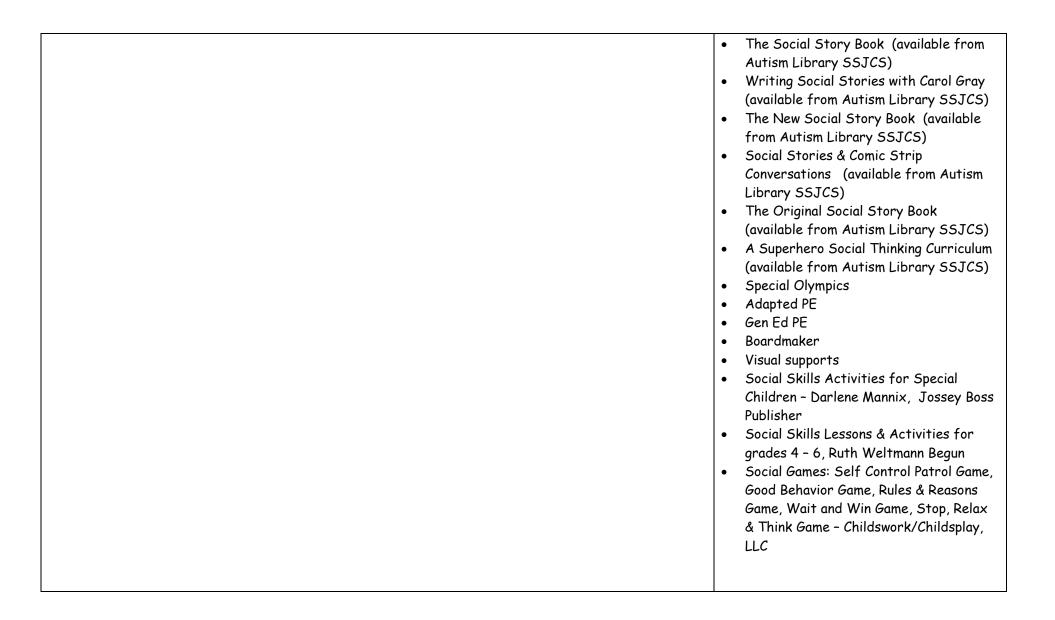
Interacting

Managing Behavior

Secondary schools (available from

Autism Library SSJCS)

- Teaching Children with Autism to Mind Read (available from Autism Library SSJCS)
- Say & Do Social Scenes Combo (available from Autism Library SSJCS)
- Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS)



| Health Standard 5 | |
|--|--|
| Students will demonstrate the ability to utilize interpersonal communication | skills using student mode of |
| communication | _ |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| Health K.5.2 Identify characteristics needed to be a responsible friend and family member. Example: Describe a responsible friend and family member as a person who helps, shares, and listens Health K.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrate how to express concern for a friend or family member who has been hurt or has a problem | SEE HEALTH STANDARD 3 Communication system Special Olympics Adapted PE Gen Ed PE Communication system |
| Health 1.5.1 Distinguish between verbal and nonverbal communication. Example: Distinguish between use of words and the use of gestures, facial expressions, and tone of voice to communicate wants, needs, and feeling | Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker |
| Health 1.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. | Visual Supports |
| Example: Demonstrate how to say what one wants in a positive and polite manner | |
| Health 1.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrate attentive listening skills by sowing how to pay attention, not interrupt, and not talk when someone else is talking | |
| Health 1.5.6 Demonstrate refusal skills to enhance health. Example: Demonstrate how to say no, state a reason, suggest an alternative, say no again, walk away, and get help to avoid pressure to use a medicine without the help of an adult | |
| Health 1.5.7 Demonstrate positive ways to resolve conflicts Example: Demonstrate how to resolve a conflict by showing how to stay calm, work with an adult to identify choices to resolve the conflict, and agree on a choice that is fair to both persons | |

| Health Standard 6 | |
|--|---|
| Students will demonstrate the ability to implement decision-making and goal | setting |
| INDICATOR(S) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| Health 5.6.1 Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrate the ability to work with others to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions to prevent recreational injuries Health K.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems. Example: Demonstrate the ability to identify healthy choices when designing a meal Health K.6.3 Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement. Example: Demonstrate the ability to set a short-term personal goal to brush one's teeth twice a day and use a chart to keep track of their tooth brushing behavior for one week | SEE HEALTH STANDARD 3 Communication system Special Olympics Adapted PE Gen Ed PE Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports |
| | |

| Physical Education Standard 5 | | | | | | |
|---|--|--|--|--|--|--|
| Demonstrates responsible personal and social behavior | | | | | | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: | | | | | |
| PE 1.5.1 Identify personal space and maintain activities in own space without interfering with others spaces Example: Participate in games and activities while avoiding contact with others or with stationary objects PE 1.5.3 Follow rules and directions for all activities. Example: Participate in activities such as Simon Says | SEE HEALTH STANDARD 3 Communication system Special Olympics Adapted PE Gen Ed PE Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports Communication Systems | | | | | |

| Physical Education Standard 6 | |
|---|--|
| Demonstrates understanding & respect for differences among people | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| PE 2.6.4 Display cooperation with others when resolving conflicts. Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls PE 3.6.3 Encourage classmates who demonstrate difficulty with a skill. | SEE HEALTH STANDARD 3 Communication system Special Olympics Organized sports |
| Example: Shout encouragement to a classmate trying to reach their goal in a sporting event | Adapted PE Gen Ed PE Visual schedules Tasks Galore Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker Visual Supports |



MOTOR SKILLS
MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE

MOTOR SKILLS

| Indiana Standards | SKILLS | | | | | |
|---|--|--|--|--|--|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School | |
| MOTOR SKILLS | | | | | | |
| Support independence. Access community resources | Repeat movements. Use reflexes. Perform basic locomotive and non-locomotive skills. Turn pages in a book. | Attempt novel gross/fine motor and sensory activities. Participate in moderate to vigorous physical activity during and after school. Apply movement concepts to | Perform basic rhythmic skills alone and with a partner. Participate in lifetime activities during physical education and recess. Manipulate objects at a basic | Perform motor skills in progression of head control, rolling, standing, walking, running and climbing. Demonstrate the ability to manipulate objects with greater accuracy. | Combine different movement skills to form more complex skills. Apply the concept of practice to improve skills in appropriate settings. | |
| Acquire and maintain vocational placement | Imitate and follow adult interactions. Perform stability skills alone | specific movement situations. Identify and solve problems through active explorations. | level. Identify and use a variety of relationships with objects. | Utilize implements combined with motor skills to perform specific skills. | Demonstrate regular participation in health-related activities outside of class. | |
| Participate in recreation and leisure activities | or with a partner. | | | Attempt more complex fine motor activities. | Describe the elements of a healthy lifestyle. | |
| Engage in social interaction | | | | | | |

MOTOR SKILLS

MIDDLE SCHOOL

Focus of MOTOR SKILLS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators in the areas of:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

Middle School students (grades 6-8) will concentrate on the following MOTOR SKILLS:

- Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, and climbing
- Demonstrate the ability to manipulate objects with greater accuracy
- Utilize implements combined with motor skills to perform specific skills
- Attempt more complex fine motor activities

Motor Skills

| Gross Motor Skills | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| B.3.1 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing. Performs the log roll | Communication SystemSpecial OlympicsAdaptive PE |
| 4.3.2 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort. Example: Attempt throwing at various speeds, distances, and at targets. Catch medium sized object in activities like Hot Potato | General Ed PE Sensory Challenges & Answers (Autism Library - SSJCS) The Out of Sync Child - (Autism Library - SSJCS) |
| 2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects. Example: Jump a self-twirled rope. Attempt to jump rope. | Building Bridges Through Sensory Integration (Autism Library - SSJCS) Answers to Questions Teachers Ask |
| 2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner. Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music. | About Sensory Integration (Autism Library SSJCS) Tasks Galore |
| Performs simple dances to music or rhythmic sounds: Dances. Sways/taps toes/jumps/hops to music, alone or with others | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) Boardmaker |
| 3.1.3 utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills | Visual Supports |
| 3.4.6 Participate in activities that enhance health related fitness on a regular basis Example: Stretch lower back and hamstrings for 60 sec. per day | |
| | |

Middle School - Motor Skills

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|---|---|
| F.3.5 Attempt novel gross/fine motor and sensory activities (running, hopping, jumping, marching, throwing, catching, swinging) Turns keys, knobs, and lids; puts paperclips on paper | * Communication system * Gen Ed Art Class • Crafts • Tasks Galore • Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) • Boardmaker • Visual Supports |



CAREER/VOCATIONAL SKILLS MIDDLE SCHOOL

STANDARDS/SKILLS at a GLANCE VOCATIONAL SKILLS

| Indiana Standards STRAND | SKILLS | | | | |
|----------------------------------|--|---|---|--|--|
| | Early Childhood | Primary | Intermediate | Middle School | High School |
| VOCATIONAL SKILLS | | | | | |
| Vocational behavior expectations | Complete activities with prompting. | Complete tasks/activities as directed. | Demonstrate appropriate communication on the job. | Demonstrate awareness of behaviors necessary to gain desired career. | Demonstrate employability skills. |
| | Practice calming strategies. | Show awareness of jobs and work within the classroom. | Demonstrate preferences for jobs. | Begin to make economic | Develop a realistic career plan. |
| Career explorations | Explore and pretend occupations. Play with money. | Know the difference between wants and needs. | Demonstrate the concept of 'work to earn'. | decisions. Use technology to create useful documents. | Plan and implement responsible financial |
| Personal finance | Use technology for play. | Use technology appropriately. | Use technology to store and gain information. | userul documents. | transactions. Use technology to gain, process, and use information. |
| Technology | | | | | |
| | | | | | |

CAREER/VOCATIONAL SKILLS

MIDDLE SCHOOL

Focus of VOCATIONAL SKILLS within the Standards-Based Essential Skills Curriculum

Middle School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Vocational Skills based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career exploration
- Personal finance
- Technology

Middle School students (grades 6-8) will concentrate on the following VOCATIONAL SKILLS:

- Demonstrate appropriate communication on the job
- Demonstrate preferences for jobs
- Demonstrate the concept of 'work to learn'
- Use technology to store and gain information

Career/Vocational Skills

| Vocational Behavioral Expectations | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| IUSIG K-2.2.5 | Communication system |
| Demonstrate punctuality and doing one's best | Tasks GaloreTasks Galore Making Groups Meaningful |
| CPS 2.1.2 Identify consequences of behavior related to future careers | (Autism Library - SSJCS) • Boardmaker |
| CPS 4.1.5 Demonstrate proper business and dining etiquette | Visual SupportsCareer Choices, Mindy Bingham & Sandy |
| CPS 5.3.1 Use decision making/problem solving techniques at in-school jobs | Stryker - Academic Innovations |
| BMS-BOM 1.1.3 Identify the characteristics of a good employee | |

| INDICATOR(S) | POSSIBLE MATERIALS AND |
|---|---|
| IUSIG K-2.2.1 Identify one or more jobs of interest | RESOURCES: Communication system Tasks Galore Tasks Galore Making Groups Meaningful |
| IUSIG K-2.2.3 Identify occupations held by adults in their community | (Autism Library - SSJCS) • Boardmaker |
| IUSIG K-2.2.5 Demonstrate importance of attendance, punctuality, and doing one's best | Visual SupportsIn school job experience |
| ISUIG 3-5.2.7 Participate in and experience jobs that relate to their hobbies and/or leisure activities | |
| IUSIG 9-12.2.11 Demonstrate awareness of self-management expectations of the school | |
| CPS 5.1.1 Participate in a teacher-approved community service project | |
| BMS-CE 1.1.1 Identify personal likes and dislikes, strengths and weaknesses | |
| BMS-CE 3.1.1 Identify personal qualities and ethical and/or responsible behaviors related to school. Home; and describe how these qualities influence the feelings and actions of theirs. (Promptness, ability to get along with others, a positive attitude, confidentiality, tolerance, flexibility, dependability, honesty, integrity. Willingness to ask questions, respect for diversity, patience, cooperation, respect for personal property, completion of homework assignments, and communication skills. BMS-CE 3.1.3 Explain the importance of personal appearance, grooming, and other school and workplace expectations | |
| BMS-Ce 3.1.13 Demonstrate good listening skills and describe or identify their importance to school and workplace expectations | |

Middle School - Career/Vocational Skills

| Personal Finance | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES |
| BMS-PFE 1.1.4 Apply a decision making process to a situation involving an individual making an economic decision | Communication system Tasks Galore Tasks Galore Making Groups Meaningful |
| BMS-PFE 1.1.7 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living | (Autism Library - SSJCS)BoardmakerVisual Supports |
| BMS-PFE 2.1.7 Use a personal spending/savings plan according to short term goals | Visual Supports |
| BMS-PFE 4.1.2 Identify why and how I can save | |
| Social Studies 1.4.2 Identify services that people do for each other | |
| Social Studies 1.4.3 Compare different jobs people do to earn income | |
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Middle School - Career/Vocational Skills

| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
|--|---|
| BMS-T 1.1.2 Demonstrate effective keyboarding techniques | Communication system Boardmaker |
| BMS-T 1.1.2.2 Use special purpose keys, including the space bar, tab key, delete key, and enter key | General Ed keyboarding class Assistive tech (high and low tech) |
| BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy | Paper keyboard Intelli keys Keyboard software |
| BMS-T 3.1.2 Use technology independently and collaboratively with prompting | Visual Supports |
| BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents such as Word and Publisher | |
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HIGH SCHOOL (grade 9 to adulthood)

Standards Based Essential Skills Curriculum

| Level: High School (grade 9 to adulthe | ood) |
|--|--|
| POSSIBLE ASSESMENT TOOLS | BEST PRACTICE INSTRUCTIONAL STRATEGIES |
| Anecdotal notes | Community Based Instruction |
| Assessment for Schedule Type - Autism Library SSJCS | Cueing - verbal and/or visual |
| Information gained from individual work experiences to identify career interests | Errorless learning |
| Daily data sheets | Manipulative tasks |
| Do - Watch - Listen - Say Assessment of Social & Communication Skills for Children with Autism - Autism Library SSJCS | Modeling - peer and adult |
| Functional Behavioral Assessment (FBA) | Modeling - video |
| Independent Living Postsecondary Goal IEP Team Decision Assistance Form, Amy G. Erickson, Transition Coalition, University of Kansas, 2007 | One on one instruction |
| Portfolios | Small group instruction |
| Structured Teaching Guide | Large group instruction |
| Student Work | Picture Exchange Communication System (PECS) |
| Task Analysis | Positive Behavioral Supports - verbal & tangible |
| Teacher made checklists | Prompting |
| Teacher made developmental assessments | Rehearsal |
| Therapy Notes | Repeated practice |
| Video Assessment (student performing task) | Social skills training |
| Sensory Diet and Environmental Modification Checklist Adapted from Sensory Motor Issues in Autism & SISIS Newsletter 3/2001 | Social Stories |
| Sensory Processing Skills checklist - Slosson Educational Publications, Inc. | Structured Teaching - TEACCH |
| | Visual Supports |
| Picture Interest Career Survey, PICS, JIST Publishing | |



FUNCTIONAL/SELF-HELP SKILLS
HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE

FUNCTIONAL SELF-HELP SKILLS

| Indiana Standards | ards SKILLS | | | | |
|-------------------------------|--|---|--|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Functional Self-Help | | | | | |
| Personal Care | Attempt to feed self with spoon | Feed self with fork | Eat and drink independently | Use a knife | Use clothing with fasteners and belt |
| Independent Living Skills | Assist in dressing | Undress and dress self Wash hands, brush teeth | Undress & dress self, including buttons and fasteners | Button and fasten independently Brush/comb hair | Demonstrate complete care for self |
| macpendent Living 3km3 | Cooperate with washing | Toilet self | Wash hands & brush teeth | Take care of gender specific needs for | Take care of gender specific |
| Health Management | Cooperate with toileting | Give name, age and gender | completely | females | needs for males |
| | Glean was aware | upon request Attempt to pour and stir | Toilet self | Give more personal information Prepare to cook simple meals | Give complete personal information |
| Use of Common Tools & Devices | Clean up own space Use toys appropriately | Wipe tables | Give some personal information | Complete household chores | Prepare meal |
| | With assistance practice safety drill procedures | Identify helping professions | Prepare to cook Complete simple household | Participate in age appropriate physical activities | Perform more complicated household chores |
| Money Management | Remain seating during travel | Participate in physical activities | chores | Use simple items appropriately | Develop more complicated household chores |
| Safety Practices | | Use simple items and tools | Use simple common tools independently, such as paper punch | Demonstrate how to place emergency numbers | Develop lifelong leisure activities |
| | | Begin to understand the use of money | Exchange money | Grocery shop | Make Dr. calls |
| | | Demonstrate safety | Demonstrate safety | Count coins | Use simple devices |
| | | Use the school library with help | Use community library | Use next dollar strategy | Manage money independently |
| | | | | Demonstrate safety | Demonstrate stranger and community safety |
| | | | | Use community library and post office | Use public transportation |

FUNCTIONAL/SELF-HELP SKILLS

HIGH SCHOOL

Focus of FUNCTIONAL/SELF-HELP SKILLS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific

Self-Help Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal Care Skills
- Independent Living Skills
- Use of Common Tools & Devices
- Safety Practices
- Community Access

High School Students (grades 9 to 12) will concentrate on the following SELF-HELP SKILLS:

- Use clothing with fasteners and a belt
- Demonstrate complete care of self
- Take care of gender specific needs for males
- Give complete personal information
- Prepare meal
- Perform more complicated household chores
- Develop lifelong leisure activities
- Make Dr. calls
- Use simple devices
- Manage money independently
- Demonstrate stranger and community safety
- Use public transportation
- Manage living options

Functional Self-Help Skills

Personal Care Skills

INDICATOR(S)

<u>Dressing</u>

- Puts on front opening shirt with fasteners
- Unfastens belts
- Buckles belts
- Manages gender-specific needs regarding undergarments and swimwear

Hygiene...

- Covers nose when sneezing
- · Covers mouth when coughing
- · Locates all needed supplies for bathing
- Bathes and showers
- Washes hair
- Cares for own nails
- Use deodorant
- Uses razor/shaver
- Uses dental floss
- Dries hair

Toileting...

• Takes care of gender-specific needs (for males)

POSSIBLE MATERIALS & RESOURCES

- Communication system
- Video camera
- Boardmaker
- Visual Supports:
 Mini schedules for each needed skill such as: hand washing, dressing, etc.
- Hygiene checklist
- Social stories (Autism Library SSJCS)
- Tasks Galore For the Real World (Autism Library SSJCS)
- Tasks Galore Making Groups Meaningful (Autism Library - SSJCS)
- Everyday Life Skills AGS
- Life Skills Activities for Secondary Students with Special Needs - The Center for Applied Research in Educ.
- Health, Hygiene & Nutrition, Deirdre Englehart - Instructional Fair

| Independent Living Skills | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES, & SPECIFIC STRATEGIES |
| Personal Information | |
| Gives complete address upon request | Boardmaker |
| Gives zip code | Visual Supports |
| • Gives country | • Communication system |
| Gives school name | • Picture recipes |
| | State ID card |
| Food preparation | School ID card |
| Chooses nutritious food | Flash Cards |
| Restricts intake of unhealthy foods | Tasks Galore For the Real World |
| Regulates quantity of foods consumed | (Autism Library - SSJCS) |
| Monitors freshness and disposes of spoiled food | Tasks Galore Making Groups Meaningfu |
| Prepares simple packaged foods | (Autism Library - SSJCS) |
| Pours and stirs ingredients without spilling | Mock job interviews |
| Measures ingredients accurately | • Just for the Health of It Series - 6 |
| Uses appliances with prompting and supervision | Units by Patricia Rizzo Toner |
| | Look N Cook Microwave - Attainment |
| Household chores | Nutrition High Interest Workbook - |
| Selects appropriate cleaning products and supplies | Remedia Publications |
| • Cleans floor | Cooking to Learn = PCI Publishing |
| Adjusts temperature for use | Visual Essentials - Mayer Johnson |
| Cleans bathroom fixtures | Things I Can Say & Do, Michelle Zucker |
| • Cleans toilet | Saunders - Lingui Systems |
| • Cleans sink | Weather, Seasons, Months |
| • Empties trash | Feelings & Actions |
| • Cleans mirrors | Holidays |
| Sorts laundry according to color | People & Places |
| Folds laundry | Body Parts & Clothing |
| Hangs clothes on hangers | Clean & Healthy |
| Operates washing machine | Follow Directions Carefully - Frank |
| Operates clothes dryer | Schaffer Publications |
| • Calls for repairs | Recipe Handbook of Easy to Use |
| | Activities for Teaching Autistic |

| | Children - Reach Publications Things I can Do & Say - Lingui Systems Food and Nutrition - Janus Books The Children's Step by Step Cookbook, |
|--|---|
|--|---|



ENGLISH/LANGUAGE ARTS HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE

ENGLISH/LANGUAGE ARTS

| Indiana Standards STRAND | SKILLS | | | | | |
|--|--|---|--|---|--|--|
| | Early Childhood | Primary | Intermediate | Middle School | High School | |
| ENGLISH/LANGUAGE | | | | | | |
| ARTS | | | | | | |
| Word recognition Fluency Vocabulary development | Looks at book turning one page at a time Identifies five common signs and symbols | Read and identify letters of first name Identify the front cover, back cover, & title page of book | Recognize & name all capital & lowercase letters of alphabet Read one-syllable & high | Identify letters, words, & sentences Distinguish beginning, middle & ending sounds in single- | Recognize common abbreviations Follow simple multiple step written instructions | |
| Comprehension & analysis of nonfiction & informational text | Recognizes pictures of familiar people, places, and things | Identify a favorite story Identify two characters that interact in a story | frequency (often heard) words by sight Identify (25) common signs and symbols | syllable words (words with only one vowel sound) Identify and demonstrate meaning of important signs & | Write a friendly letter complete with the date, salutation | |
| Comprehension & analysis of literary text | Use symbols or objects to communicate | Write by moving from left to right and top to bottom | Understand what is read by responding to questions (who, | symbols Use picture clues & context to | Arrange words in alphabetical order | |
| Writing processes & concepts | Attempt to write & draw Communicates using one-two | Imitate drawing vertical, horizontal and circle | what, where) Dictate something for an | aid comprehension & to make predictions about story content | Ask for clarification and explanation of ideas | |
| Writing applications Written English language | word vocalizations, signs, symbols, or gestures | Follow one-step spoken directions with prompts | adult to write down. Combine strokes and shapes | Retell a story's beginning, middle, and ending | | |
| conventions Listening & speaking skills, strategies, & applications | Attend to adult directed activities or stories Initiate turn taking in play and | Give name (first & last), age & gender upon request | to represent letters Give address upon request | Print legibly & space letters, words, & sentences appropriately | | |
| | conversations | | Understand and follow one & two-step spoken directions | Give, restate, and follow simple two-step directions | | |
| | | | | Relate an important life event or personal experience in a simple sentence | | |

ENGLISH/LANGUAGE ARTS HIGH SCHOOL

Focus of ENGLISH/LANUGUAGE ARTS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>ENGLISH/LANGUAGE ARTS</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension & Analysis of Nonfiction and informational text
- Comprehension and Analysis of Literary Text
- Writing processes and concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, and applications

High School students (grades 9 - 12) will concentrate on the following ENGLISH/LANGUAGE ARTS skills:

- Recognize common abbreviations
- Follow simple multiple-step written instructions
- Write a friendly letter complete with the date, salutation
- Arrange words in alphabetical order
- Ask for clarification and explanation of ideas

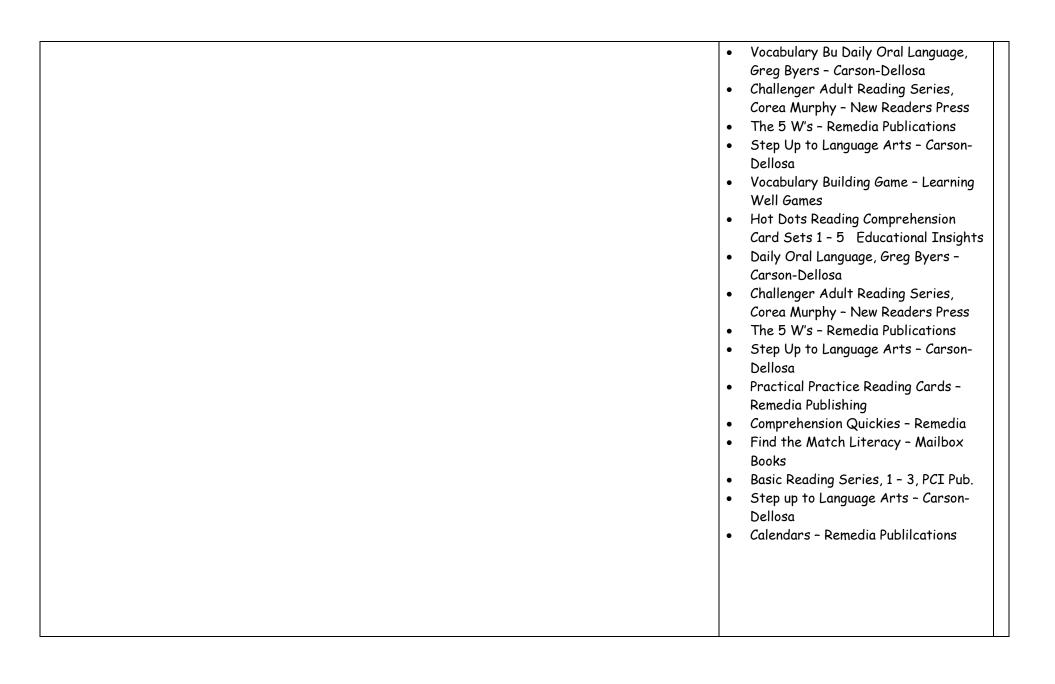
English/Language Arts

Standard 1

| INDICATOR(S) | POSSIBLE MATERIALS/RESOURCES & SPECIFIC STRATEGIES |
|--|---|
| K.1.19 Learn and apply knowledge of alphabetical order (first letter) | * Communication Systems • PCI Reading Program |
| 1.1.19 Identify important workplace and environmental signs and symbols, such as stop signs, school | Edmark Reading Program |
| crossing signs, restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols | SRA Reading Program |
| | • Remedia Series - Sight Words, Stories & |
| 2.1.1 Demonstrate an awareness of the sounds that are made by different letters by: | Seat Work |
| * distinguish beginning, and ending sounds in words | Vocabulary Building Game - PCI |
| * clearly pronouncing blends and vowel sounds | Education |
| Identify simple multiple meaning words (change, duck, can, board, etc.) | Picture cards |
| | Survival word cards |
| 2.1.4 Recognize common abbreviations (Jan. Fri., etc.) | Letters, signs, calendars |
| | Community signs |
| 4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite | Books, menus, newspapers, schedules |
| meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in | • Recipes |
| the expression, (such as couch potato) to determine the meaning of words and phrases | Learning to Read: An Approach to Teaching Reading and Language Skills to Children with Down Syndrome (Autism Library - SSJCS) |
| | Remedia Series - Sight words Stories & seat work |
| | Tasks Galore For the Real World (Autism Library - SSJCS) |
| | Task Galore Making Groups Meaningful (Autism Library - SSJCS) |
| | Practical Practice Reading Cards - Remedia Publishing |
| | Sight Words for Older Students Books 1 & 2 - Remedia Publishing |

Word Families for Older Students -Remedia • Essential Vocabulary - complete set -Remedia Publishing Boardmaker • Visual Supports Spell That Right - PCI Education • Vocabulary Building Game - Learning Well Games • Hot Dots Reading Comprehension Card Sets 1 - 5 Educational Insights • Daily Oral Language, Greg Byers -Carson-Dellosa • Challenger Adult Reading Series, Corea Murphy - New Readers Press • The 5 W's - Remedia Publications • Step Up to Language Arts - Carson-Dellosa • Comprehension Quickies - Remedia Pub. • Find the Match Literacy - Mailbox Books • Basic Reading Series, 1 to 3 - PCI Educational Publishing • Card Master - Califone • Daily Oral Language - Carson-Dellosa, Gregg Byers • Challenger Adult Reading Series - New Readers Press, Corea Murphy • The Five W's - Remedia Publications Word Families for Older Students -Remedia Publications • Step Up to Language Arts - Carson-Dellosa, Editor, Joey Bland • Calendars - Remedia Publications

| READING: Comprehension & Analysis of Nonfiction & Informational Text | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| 1.2.3 Respond to who, what, when, where, why and how questions and discuss the main idea of what is | |
| read | Practical Practice Reading Cards - Remedia Publishing |
| 1.2.7 Relate prior knowledge to what is read | Communication systemPCI Reading Program |
| 2.2.2 State the purpose for reading including vocational purposes | Edmark Reading ProgramSRA Reading Program |
| 3.2.7 Follow simple multiple-step written instructions including vocational instructional situations | Books, newspapers, menus, schedules, magazines, websites, e-mails |
| 3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical including | • Checklists |
| sequential text for vocational applications) | • Recipes |
| | Product directions |
| 6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and | Social stories |
| use the features to obtain information | Remedia Series - Sight words, |
| | stories and seat work |
| | • Tasks Galore for the Real World - |
| | Autism Library, SSJCS |
| | Tasks Galore - Making Groups |
| | Meaningful - Autism Library, SSJCS |
| | Learning to Read: An Approach to |
| | Teaching Reading & Language Skills to Children with Down Syndrome – |
| | Autism Library, SSJCS |
| | Sight Words for Older Students |
| | Books 1 & 2 - Remedia Publishing |
| | • Word Families for Older Students - |
| | Remedia |
| | • Word Families for Older Students - |
| | Remedia |
| | • Essential Vocabulary - complete set - |
| | Remedia Publishing |
| | Spell That Right - PCI Education |



ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | ENGLISH/LANGUAGE ARTS |
|--------------|---|
| LEVEL | High School |
| STANDARD# | 2 |
| SUBJECT AREA | Reading: Comprehension and Analysis of Nonfiction and Informational Text |
| INDICATOR | 6.2.1 Identify the structural features of popular media (Newspapers, magazines, online information), and use the features to obtain information |
| PAGE # | |

ACTIVITY: FIND THAT BIRD

MATERIALS NEEDED: * several copies of Birds of Indiana: Field Guide by Stan Tiekla

<u>DIRECTIONS</u>: * Write following birds in prominent place where students can easily see: * Have students find the table of contents * Discuss the organization of the book, according to the table of contents. * Ask students to find the page number of the index, and turn to it. * Use the white board to write the name of the bird students should locate: Goldfinch, Cardinal, Canada Goose, Downy Woodpecker, and Robin. Point out that there are different types of finches, woodpeckers, etc. They should look for "finches", not "goldfinches", "woodpeckers", not "downy woodpeckers". * Once located, have students find specific information about the bird, using the structure and format of the book. (e.g. Does the bird migrate? If so, where does it go? What kind of nest does it build? Who builds the nest? Etc.)

^{*} Whiteboard/Dry erase marker/eraser

| READING: Comprehension & Analysis of Literary Text | |
|--|---|
| KENDINO: Comprehension & Analysis of Effective Fex. | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 2.3.5 Confirm predictions about what will happen next in a story | * Communication Systems PCI Reading Program |
| 4.3.3 Use knowledge of the situation, setting, and or a character's traits, motivations, and feelings to determine the causes for that character's actions | BoardmakerEdmark Reading ProgramSRA Reading Program |
| 6.3.8 Critique the believability of characters and a plot | BooksAudio books |
| 6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved | Audio books Learning to Read: An Approach to Teaching Reading and Language Skills to Children with Down Syndrome (Autism Library - SSJCS) Remedia Series - Sight words Stories & seat work Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Practical Practice Reading Cards - Remedia Publishing Sight Words for Older Students Books 1 & 2 - Remedia Publishing Word Families for Older Students - Remedia Essential Vocabulary - complete set - Remedia Publishing Boardmaker Visual Supports Spell That Right - PCI Education Vocabulary Building Game - Learning Well Games Hot Dots Reading Comprehension |

| | Card Sets 1 - 5 Educational Insights Daily Oral Language, Greg Byers - Carson-Dellosa Challenger Adult Reading Series, Corea Murphy - New Readers Press The 5 W's - Remedia Publications Step Up to Language Arts - Carson-Dellosa Comprehension Quickies - Remedia Find the Match Literacy - Mailbox Books Card Master - Califone Step Up to Language Arts, Carson-Dellosa Calendars - Remedia Publications |
|--|---|
|--|---|

| WRITING: Writing Processes & Concepts | |
|--|---|
| INDICATOR(5) | POSSIBLE MATERIALS/RESOURCES & SPECIFIC STRATEGIES |
| 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus 4.4.4 Use logical organizational structures for providing information in writing such as chronological order, cause and effect, similarity and difference, and posing and answering a question 4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology | Boardmaker Visual Supports Communication systems Handwriting Without Tears Graphic organizers Computer Word prediction software Intellikeys Slant board Pencil grips Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Writing Away Today, Janie Holt - PCI Education |

| STANDARD 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics) | |
|--|--|
| INDICATOR(5) | POSSIBLE MATERIALS/RESOURCES & SPECIFIC STRATEGIES |
| 1.5.1 Write brief narratives describing an experience | |
| 1.5.2 Write a brief expository (informational) description of a real object, person, place, or event using sensory details2.5.3 Write a friendly letter complete with the date, salutation (greeting such as Dear Mrs. Smith), body, closing, and signature | Communication systems Boardmaker Visual Supports Handwriting Without Tears Computer Word prediction software |
| 2.5.7 Write responses to literature that demonstrate an understanding of what is read | Intellikeys Story starters E-mails Slant boards Pencil grips Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Writing Away Today by Janie Holt - PCI Education |
| | |

| WRITING: Written English Language Conventions | | |
|---|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS/RESOURCES & | |
| | SPECIFIC STRATEGIES | |
| 3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is) | | |
| | PCI Reading Program | |
| 3.6.6 Use commas in dates (July 13, 2010) locations (Trafalgar, Indiana) and addresses (500 Earlywood | Handwriting Without Tears | |
| Drive, Franklin, Indiana) | Boardmaker | |
| | Visual Supports | |
| 3.6.9 Arrange words in alphabetical order | Communication systems | |
| | Graphic organizer | |
| | • Computer | |
| | Word prediction software | |
| | Intellikeys | |
| | Teach Me Language | |
| | • Writing Away Today - Janie Holt, PCI | |
| | Education | |

| STANDARD 7 | |
|---|--|
| LISTENING & SPEAKING: Listening & Speaking Skills, Strategies, and Applications | |
| INDICATOR(5) | POSSIBLE MATERIALS AND |
| | RESOURCES: |
| 2.7.2 Ask for clarification and explanation of ideas and directions | * Communication system |
| | Boardmaker |
| 2.7.4 Give and follow three and four step oral directions | Visual Supports |
| | Microphone |
| 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal | Tasks Galore For the Real World |
| discussion or a report) | (Autism Library - SSJCS) |
| | Task Galore Making Groups Meaningful |
| 2.7.7 Tell experiences in a logical order (chronological, order of importance, spatial order) | (Autism Library - SSJCS) |
| 3.7.1 Retell, rephrase, and explain what a speaker has said | |
| 3.7.3 Answer questions completely and appropriately | |



MATHEMATICS HIGH SCHOOL

| | STANDARDS/ | SKILLS at a | | MATHEMATICS | |
|--|--|---|---|---|--|
| Indiana Standards SKILLS | | | | | |
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| Mathematics | | | | Count, read & write whole numbers up | |
| Number sense Computation Algebra & Functions | Match like numerals Give 1 object when asked Give 'more' when asked Put objects into groups by attributes Distinguish big and little | Count a number of objects up to 12 Match number symbols with amounts to 12 Apply one-to-one correspondence with | Identify the next number in a series of numbers up to 31 Count, read, & write whole numbers up to 31 Compare sets of up to ten objects & identify whether one | to 100. Count by ones, fives, and tens to 100. Identify numbers up to 100 in various combinations of tens and ones. Model addition by joining sets of objects (for any 2 sets with fewer than | Represent, compare, & interpret data using pictures & picture graphs Solve problems involving multiplication & division of any whole numbers |
| Geometry | Choose between 2 activities Complete an inset puzzle of 3 | objects & people Reproduce simple AB | set is equal to, more than, or less than another | 10 objects when joined) Model subtraction by removing objects | with a calculator. Demonstrate the |
| Measurement | or more pieces | patterns of concrete objects | Use manipulatives for addition situations for sums less than | from sets (for numbers less than 10) Demonstrate the meaning of the | relationships among inch foot, and yard. |
| Problem solving | | Sort a group of objects by more than one way Complete interlocking puzzle of 8 to 12 pcs. Relate time to events with pictures and symbols | five Use manipulatives for subtraction situations for sums less than five. Identify, sort & classify objects by size, number, & other attributes. Identify objects that do not belong to a particular group. Copy circles, squares, triangles, and rectangles Identify 10 body parts Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendar are tools that measure time. Tell time to the nearest hour & relate time to events (before/after, shorter/longer) Identify and give the values of pennies, nickels, dimes, quarters, and dollars. | symbols +, -, and =. Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment any specify their locations. Make direct comparisons of length, capacity, weight, temperature of objects, & recognize which object is shorter, longer, taller, lighter, or holds more. Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, year. Understand that clocks & calendars are tools that measure time and match clock face to event. Tell time to the nearest half-hour and | foot, and yard. Read a thermometer. Tell time to the nearest minute and find how much time has elapsed. |

MATHEMATICS HIGH SCHOOL

Focus of MATHEMATICS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific MATHEMATICAL skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem solving

High School students (grades 9 to 12) will concentrate on the following MATHEMATICAL skills:

- Represent, compare, and interpret data using pictures and picture graphs
- Solve problems involving multiplication and division of any whole numbers with a calculator
- · Demonstrate the relationships among inch, foot, and yard
- Read a thermometer
- Tell time to the nearest minute and find how much time has elapsed

MATHEMATICS

STANDARD 1

| Number Sense | | | |
|--|--|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS/RESOURCES & | | |
| | SPECIFIC STRATEGIES | | |
| 1.1.10 Represent, compare, and interpret data using pictures and picture graphs | | | |
| | Touch math | | |
| 2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs | Boardmaker | | |
| | Communication system | | |
| 3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible | Visual supports | | |
| | Newspaper | | |
| 4.1.9 Round two place decimals to the nearest whole number | • Catalogs | | |
| | Magazines | | |
| | Tasks Galore For the Real World | | |
| | (Autism Library – SSJCS) | | |
| | Task Galore Making Groups Meaningful | | |
| | (Autism Library - SSJCS) | | |
| | Hot Dots Math Cards (Telling Time, | | |
| | Money, Subtraction, Addition) - | | |
| | Educational Insights | | |
| | Money Calc - PCI Education | | |
| | Presto Chang-O Game - Educational | | |
| | Insights | | |
| | Calculator | | |
| | Market Math - Remedia Publishing | | |
| | Department Store Math - Remedia | | |
| | Publishing | | |
| | Hands on Math - Kathleen Fletcher; | | |
| | Incentive Publications | | |
| | Math Made Simple - Frank Schaffer | | |
| | Publications | | |

| | Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|--|---|
|--|---|

| STANDARD 2 | | | |
|---|--|--|--|
| Computation | | | |
| INDICATOR(5) | POSSIBLE MATERIALS/RESOURCES & SPECIFIC STRATEGIES | | |
| 5.2.1 Solve problems involving multiplication and division of any whole numbers with a calculator | calculators Touch Math Boardmaker Visual Supports Communication systems Math Blaster Software Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition) - Educational Insights Money Calc - PCI Education Presto Chang-O Game - Educational Insights Calculator Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning | | |

| Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|---|
| |

| STANDARD 3 | | | |
|---|--|--|--|
| Algebra & Functions | | | |
| INDICATOR(S) | POSSIBLE MATERIALS/RESOURCES & SPECIFIC STRATEGIES | | |
| 4.3.8 Plot and label whole numbers on a number line or grid up to 100 5.3.7 Use information taken from a graph to answer questions about a problem situation | Touch Math Boardmaker Communication system Visual supports Number line Graphs Newspapers Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition) - Educational Insights Money Calc - PCI Education Presto Chang-O Game - Educational Insights Calculator Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications | | |
| | PublishingHands on Math - Kathleen Fletcher; | | |



| STANDARD 4 | |
|---|---|
| Geometry | |
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES AND SPECIFIC STRATEGIES |
| 1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes2.4.3 Investigate and predict the result of putting together and taking apart two-dimensional and three- | Touch MathBoardmakerCommunication systemsObjects |
| dimensional objects | Visual Supports (Activity sequence strip, Checklist) Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |

| STANDARD 5 | |
|--|---|
| Measurement | |
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES & SPECIFIC STRATEGIES |
| 2.5.2 Demonstrate the relationships among inch, foot, and yard | Touch MathMenu math |
| 2.5.3 Decide which unit of length is most appropriate in a given situation | Market mathBoardmaker |
| 2.5.8 Read a thermometer in Fahrenheit | Visual Supports, picture recipes Communication system |
| 2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m. | Measuring toolsThermometerClocks |
| 2.5.10 Know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, months in a year | Coins and bills Calculator Teaching clock |
| 2.5.11 Find the duration of intervals of time in hours | Student watchesCalendar |
| 3.5.1 Measure line segments to the nearest half-inch | Tasks Galore For the Real World (Autism Library - SSJCS) |
| 3.5.6 Identify and measure capacity using quarts, gallons, and liters | Task Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 3.5.9 Tell time to the nearest minute an find out how much time has elapsed | Hot Dots Math Cards (Telling Time, Money, Subtraction, Addition) - |
| 3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the cents symbol and write the larger amounts in decimal notation using the \$ symbol | Educational Insights Money Calc - PCI Education Presto Chang-O Game - Educational |
| 4.5.1 Measure length to the nearest quarter-inch | Insights • Calculator |
| 4.5.10 Determine the amount of change from a purchase with a calculator | Market Math - Remedia Publishing Department Store Math - Remedia |
| 5.5.7 Add and subtract with money in decimal notation with a calculator | Publishing Hands on Math - Kathleen Fletcher; |
| 6.5.1 Select tools to measure length, volume, weight, time, and temperature | Incentive Publications Math Made Simple - Frank Schaffer |

| 6.5.10 Add, subtract, multiply, and divide with money in decimal notation with a calculator | Publications • Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. • Find the Match Math - Mailbox Books • Buy it Right (game) - Learning Resources • Calendars - Remedia Publications • Finish Line Math - Continental Press, Keva March • Step Up to Math - Carson-Dellosa • Daily Word Problems - Evan Moor, Sharmon & Doug Wurst • 1 - 100 Activities - Learning Resources, Dawn Hickman Bacarella |
|---|---|
|---|---|

| STANDARD 6 | |
|--------------------------------|--|
| Problem Solving | |
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.6.13 Use a tool in a new way | Communication systems Touch Math Boardmaker Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Market Math - Remedia Publishing Department Store Math - Remedia Publishing Hands on Math - Kathleen Fletcher; Incentive Publications Math Made Simple - Frank Schaffer Publications Math Exercises for Non-Readers - Anne Marie Johnson; Mayer-Johnson, Inc. Find the Match Math - Mailbox Books Buy it Right (game) - Learning Resources Calendars - Remedia Publications Finish Line Math - Continental Press, Keva March Step Up to Math - Carson-Dellosa Daily Word Problems - Evan Moor, Sharmon & Doug Wurst 1 - 100 Activities - Learning Resources |



SOCIAL SCIENCES

HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE

SOCIAL SCIENCES

| Indiana Standards | | SKILLS | | | | |
|-------------------------------------|--|--|---|---|--|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School | |
| SOCIAL SCIENCES | | | | | | |
| The nature of science & technology | Holds a crayon or marker Engage in pretend play. Activate simple machines or | Use the five senses. Use a variety of scientific tools. | Ask and answer question about his/her world. Observe and describe properties of objects. | Recognize that some materials can be used over again. Recognize that most living | Use tools to observe, measure, design, and build things. Discuss and describe | |
| The Physical setting | cause & effect toys Investigate the physical surroundings. | Follow classroom rules. Sequence recurring events. | Give examples of plants and animals. | things need food, water, and air. Identify and follow school | examples of technology. Demonstrate that a variety of living things can be sorted | |
| The living environment | Cooperate with a routine. | Work & play cooperatively with others. | Identify the week, months of the year, seasons of the year | rules. Use words related to location, | into groups by various features. | |
| History | Look of picture books & listen to stories. | Help clean up after an activity. | Determine what types of clothes to wear based on weather. | direction and distance. Identify maps. | Explain that eating healthy foods and getting exercise and rest help people stay | |
| Civics and Government | Assist with daily needs. Help clean up after an activity with prompting. | | Identify individuals who are important in individual's life. | Identify places in the local community. | healthy. Explain that Indiana is one of 50 states in the USA. | |
| Geography | Demonstrate early play skills. | | | | Identify directions on a map. Use community resources. | |
| Individuals, Society and Culture | | | | | | |

SOCIAL SCIENCES HIGH SCHOOL

Focus of SOCIAL SCIENCES within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>SOCIAL SCIENCES</u> skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society, and Culture

High School students (grades 9 to 12) will concentrate on the following SOCIAL SCIENCES skills:

- Use tools to observe, measure, design, and build things
- Discuss and describe examples of technology
- Demonstrate that a variety of living things can be sorted into groups by various features
- Explain that eating healthy foods and getting exercise and rest help people stay healthy
- Explain that Indiana is one of 50 states in the United States
- Identify directions on a map
- Use community resources

SOCIAL SCIENCES

Science Standard 1

The Nature of Science & Technology

| The Nature of Science a rechnology | |
|---|--|
| INDICATOR(5) | POSSIBLE MATERIALS & RESOURCES |
| 2.1.3 Describe objects as accurately as possible and compare observations with those of other people | Boardmaker |
| 2.1.6 Use tools to investigate, observe, measure, design, and build things | Visual SupportsCommunication system |
| 3.1.6 Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live | Read and Understand Science Activities Grades K - 5 (Evan Moore publishing) Tasks Galore For the Real World |
| 3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve the problem | (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 4.1.7 Discuss and give examples of how technology, such as computers and medicines, has improved the lives of many people | Common tools for measurement 101 Great Science Experiments: A Step by Step Guide - DK Publishing Science enrichment: 100 Reproducible Activities Grade 1 - 2 Instructional Fair The Complete Book of Science - American Education Publishing Gr. 1-2 Science - Burdett & Ginn Science, Gr 1 -2 Frank Shaffer Measurement - Continental Press Using the Standards Measurement Gr. K Frank Shaffer Publications |
| | |

| SCIENCE STANDARD 3 | |
|---|---|
| The Physical Setting | |
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES & SPECIFIC STRATEGIES |
| 1.3.4 Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth 2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as season, day and night | Boardmaker Visual Supports Communication system Read and Understand Science Activities |
| 2.3.2 Investigate, compare, and describe weather changes from day to day, but recognize, describe, and chart the temperature | Grades K - 5 (Evan Moore Publishing) Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful |
| 2.3.6 Discuss how people use electricity to burn fuels, such as wood, oil, coal, or natural gas, to cook their food and warm their houses | (Autism Library - SSJCS) PLT Pre K-8 Environmental Education & Activity Guide - American Forest Foundation Project Wild - K-12 Curriculum & Activity Guide - Council for Environmental Education 101 Great Science Experiments: A Step by Step Guide - DK Publishing Science Enrichment: 100 reproducible Activities Gr 1-2 Instructional Fair The Complete Book of Science - American Education Publishing Gr 1-2 Science - Burdett & Ginn |

| SCIENCE STANDARD 4 | |
|---|--|
| The Living Environment | |
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| 2.4.6 Observe and describe the different external features of people, such as size, shape, and color of hair, skin and eyes 3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which belongs to which group 3.4.6 Explain that people need water, food, air, waste removal, and a range of temperatures, as other animals do 3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy 3.4.9 Explain that some diseases are caused by germs and some are not. Note that diseases caused by germs may be spread to other people. Understand that washing hands with soap and water reduces the germs that can get into the body or that can be passed to other people. | Boardmaker Visual supports Communication system DVD's on: Disease/healthy eating/exercise/diversity in animals and humans Category cards Games Digital cameras Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) 101 Great Science Experiments: A Step by Step Guide DK Publishing Science Enrichment: 100 Reproducible Activities Gr 1 -2 Instructional Fair Science - Burdett & Ginn |

| Social Studies Standard 1 | |
|---|---|
| History | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| 1.1.6 Use terms related to time to order events sequentially that have occurred in the school 2.1.5 Participate in developing a simple timeline of important events in each student's life 3.1.6 Learn about the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and | Communication system Boardmaker Visual Supports Time line |
| inventors | Books on leaders Time/ word cards Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) Members of the Community - IEP Resources |

| Social Studies Standard 2 | |
|--|---|
| Civics & Government | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| 1.2.4 Identify why rules and laws exist and describe the consequences of not having rules and laws | |
| 2.2.1 Discuss the rights and responsibilities of citizens in the school and the community | BoardmakerVisual SupportsCommunication system |
| 2.2.3 Identify community leaders, such as the city council or town board | School handbook Know the Code at School - Attainment |
| 3.2.3 Discuss the reasons why governments are needed and identify specific services that governments provide | Graphic organizer Responsibility charts Tasks Galore For the Real World |
| 3.2.4 Explain the consequences of violating laws and identify the duties and selection process for local officials who make, apply, and enforce laws through government | (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) |
| 4.2.5 Explain that Indiana is one of 50 states in the United States and that other countries are also made up of smaller units, such as states, provinces, and territories | Maps of US and of World Map Puzzles Map games |

High School - Social Studies

| Social Studies Standard 3 | |
|--|---|
| Geography | |
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES & SPECIFIC STRATEGIES |
| 1.3.1 Explain the basic difference between a map and a globe | |
| 1.3.2 Identify the cardinal directions (N, S, E,W) on maps and places in various environments | BoardmakerVisual SupportsMaps |
| 2.3.1 Use cardinal and intermediate directions to locate places on maps and in various environments | GlobesCommunication system |
| 2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local community | Google maps Google earth AAA maps |
| 2.3.6 Identify map symbols of cultural or human features – such as roads, highways, and cities – and give examples from the local region | Map puzzlesMap gamesSalt maps |
| 4.3.4 Locate Indiana on a map of the US; indicate the state capital, and major cities | Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) |

| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
|--|--------------------------------|
| 3.5.5 Use community resources such as museums, libraries, historic buildings, and other landmarks gather information about the community | |



SOCIAL SKILLS HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE

SOCIAL SKILLS

| Indiana Standards | SKILLS | | | | |
|--|---|--|---|---|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| SOCIAL SKILLS | | | | | |
| Personal self management skills Decision making and goal setting. | Interact during games. Use spatial relationships with objects. Imitate. Understand cause & effect. | Express feelings of self. Appropriately respond to others. Have an awareness of safety. Work cooperatively. | Develop self confidence. Express feelings. Use coping strategies. Use listening skills. Use refusal skills. | Demonstrate coping strategies. Seek help. Become a responsible person. Express feelings. | Manage stress, anger, and feelings. Resolve threatening of unhealthy situations. Demonstrate respect of self and others. |
| Responsibility | Use adults as resources. Follow rules for games. Use basic rhythmic | Work independently. Develop positive attitude towards self. | Problem solves & conflict resolve. Follow directions & rules. | Use listening skills. Resolve conflicts positively. Use decision making process. | Demonstrate healthy ways to express wants and needs. Listen and communicate. |
| Personal & Social Behavior Respect for diversity | movements. Play cooperatively. | | Respect others. | Set personal goals. Follow rules and directions. | Use decision making skills. Set personal goals. Follow directions. |
| . , | | | | Help others. | Respect people and equipment. Demonstrate positive attitud towards self and others. |

SOCIAL SKILLS

HIGH SCHOOL

Focus of SOCIAL SKILLS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Social Skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

High School students (grades 9 to 12) will concentrate on the following SOCIAL SKILLS:

- Manage stress, anger, and feelings
- Resolve threatening or unhealthy situations
- Demonstrate respect of self and others
- Demonstrate healthy ways to express wants and needs
- Listen and communicate
- Use decision making skills
- Set personal goals
- Follow directions
- Respect people and equipment
- Demonstrate positive attitude towards self and others

• High School - Social Skills

Social Skills

Health Standard 3

| Health Standard 3 | |
|---|---|
| Students will demonstrate the ability to apply self-management skills | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| Health 4.3.1 Demonstrate how to apply skills to manage stress. Example; Demonstrate the ability to identify feelings and causes of stress and identify and use strategies to handle stress such as play, talking with friends or trusted adults, physical activity, listening to music, and deep breathing Health 6.3.2 Demonstrate strategies to manage grief and anger. Example: Demonstrate the ability to identify feelings associated with grief and identify and use | Communication system Boardmaker Visual Supports Yoga Social Skills Strategies - A social emotional curriculum for adolescents |
| strategies to deal with grief such as talking with a friend or a trusted adult and doing or creating something to honor the memory of the pet or person that has died | (available from Autism Library SSJCS) Social Star series (available from Autism Library SSJCS) |
| Health 9.3.3 Demonstrate ways to avoid, reduce, and report threatening situations. Example: Demonstrate ways to avoid, reduce, and report sexual assault | Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS) Thinking About You, Thinking About Me (available from Autism Library SSJCS) Photographics - Emotions & Expressions (available from Autism Library SSJCS) Autism & PDD Adolescent Social Skills Lessons: Interacting Managing Behavior Secondary schools (available from Autism Library SSJCS) Teaching Children with Autism to Mind Read (available from Autism Library SSJCS) Say & Do Social Scenes Combo (available from Autism Library SSJCS) Social Thinking Across the Home and |

School (tapes) (available from Autism Library SSJCS) • The Social Story Book (available from Autism Library SSJCS) • Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) Special Olympics Adapted PE • Gen Ed PE • Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) • Create a memory book for a deceased person or pet • Social Skills Activities for Special Children by Darlene Mannix, Published by Jossey-Boss Social Skills Lessons & Activities for Grades 4 - 6 by Ruth Weltmann Begun • Social Games: Self Control Patrol Game. Good Behavior Game, Rules & Reasons Game, Wait & Win Game, Stop, Relax & Think Game - Childswork/Childsplay, LLC

Health Standard 5

Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

INDICATOR(S)

Health 1.5.2 Describe characteristics needed to be a responsible friend and family member.

Example: Describe a responsible friend or family member as a person who helps, shares, listens, and is kind and polite

Health 4.5.6 Demonstrate refusal and negotiation skills to enhance health.

Example: Demonstrate how to say no, give a reason or an excuse, suggest another activity, use humor, say no again, and walk away to refuse pressure to engage in unsafe behaviors that could lead to an injury or death

Health 4.5.8 Demonstrate nonviolent strategies to resolve conflicts.

Example: Demonstrate how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons

Health 5.5.4 Demonstrate ways to communicate care, consideration, and respect for self and others. Example: Demonstrate how to show respect through the way they act, talk, and touch. Demonstrate how to express concern and offer help to a friend or family member who is having a problem

Health 5.5.7 Differentiate between negative and positive behaviors used in conflict situations.

Example: Identify arguing and criticizing as negative behaviors and taking responsibility for one's actions as a positive behavior to resolve conflicts

Health 6.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies.

Example: Demonstrate how to use I messages to communicate anger

Health 6.5.5 Demonstrate attentive listening and other communication skills to build and maintain healthy relationships.

Examples: Demonstrate attentive listening skills by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, do not interrupt and provide verbal feedback that reflects

POSSIBLE MATERIALS & RESOURCES

- Communication system
- Boardmaker
- Visual Supports
- Yoga
- Social Skills Strategies A social emotional curriculum for adolescents (available from Autism Library SSJCS)
- Social Star series (available from Autism Library SSJCS)
- Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS)
- Thinking About You, Thinking About Me (available from Autism Library SSJCS)
- Photographics Emotions & Expressions (available from Autism Library SSJCS)
- Autism & PDD Adolescent Social Skills Lessons:

Interacting

Managing Behavior

Secondary schools (available from

Autism Library SSJCS)

- Teaching Children with Autism to Mind Read (available from Autism Library SSJCS)
- Say & Do Social Scenes Combo (available from Autism Library SSJCS)
- Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS)

the speaker's verbal and nonverbal communication. Demonstrate how to initiate and sustain conversation with another person by identifying themselves and discussing experiences, interests, and values that they have in common with the other person

Health 8.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. Examples: Demonstrate the ability to match verbal and nonverbal assertive communication skills to avoid or get away from threatening situations

- The Social Story Book (available from Autism Library SSJCS)
- Writing Social Stories with Carol Gray (available from Autism Library SSJCS)
- The New Social Story Book (available from Autism Library SSJCS)
- Social Stories & Comic Strip
 Conversations (available from Autism Library SSJCS)
- The Original Social Story Book (available from Autism Library SSJCS)
- A Superhero Social Thinking Curriculum (available from Autism Library SSJCS)
- Special Olympics
- Adapted PE
- Gen Ed PE
- Tasks Galore For the Real World (Autism Library - SSJCS)
 Task Galore Making Groups Meaningful (Autism Library - SSJCS)
- Create a memory book for a deceased person or pet
- Social Skills Activities for Special Children by Darlene Mannix, Published by Jossey-Boss
- Social Skills Lessons & Activities for Grades 4 - 6 by Ruth Weltmann Begun
- Social Games: Self Control Patrol Game, Good Behavior Game, Rules & Reasons Game, Wait & Win Game, Stop, Relax & Think Game - Childswork/Childsplay, LLC

Health Standard 6 Students will demonstrate the ability to implement decision-making and goal setting INDICATOR(S) POSSIBLE MATERIALS & RESOURCES. Health 2.6.2 Demonstrate the ability to apply a decision-making process to problems. Example: Demonstrate the ability to think about choices, identify what would happen as a result of each Communication system choice, and make the best choice when deciding what to do when they are anary with another person Boardmaker Visual Supports Health 8.6.1 Demonstrate the ability to apply a decision-making process to health issues and problems Yoga individually and collaboratively. Example: Demonstrate the ability to identify choices, identify the Social Skills Strategies - A social consequences of each choice, make the best choice, and reflect on the results of the choice when making emotional curriculum for adolescents decisions related to physical activity (available from Autism Library SSJCS) Social Star series (available from Health 8.6.3 Demonstrate the ability to set goals that address personal strengths, needs, and risks. Autism Library SSJCS) Example: Demonstrate the ability to set short and long term goals based on personal strengths, needs, • Inside Out: What Makes a Person with and values Social Cognitive Deficits Tick? (available from Autism Library SSJCS) • Thinking About You, Thinking About Me (available from Autism Library SSJCS) • Photographics - Emotions & Expressions (available from Autism Library SSJCS) Autism & PDD Adolescent Social Skills Lessons: Interacting Managing Behavior Secondary schools (available from Autism Library SSJCS) • Teaching Children with Autism to Mind Read (available from Autism Library SSJCS) • Say & Do Social Scenes Combo (available from Autism Library SSJCS) • Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS)

The Social Story Book (available from

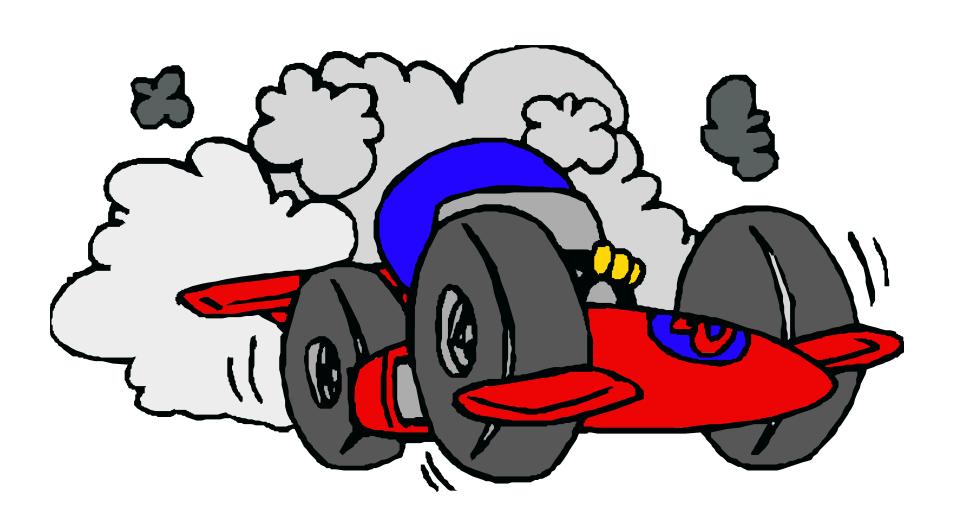
Autism Library SSJCS) • Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) Special Olympics Adapted PE • Gen Ed PE • Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) • Create a memory book for a deceased person or pet • Social Skills Activities for Special Children by Darlene Mannix, Published by Jossey-Boss Social Skills Lessons & Activities for Grades 4 - 6 by Ruth Weltmann Begun • Social Games: Self Control Patrol Game. Good Behavior Game, Rules & Reasons Game, Wait & Win Game, Stop, Relax & Think Game - Childswork/Childsplay, LLC

| Physical Education Standard 5 | |
|--|--|
| Demonstrates responsible personal and social behavior | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES, |
| PE 1.5.6 Accept constructive criticism from teacher and classmates. | |
| Example: When given constructive criticism, student will give an example of behavioral change to be made | |
| | Communication system |
| PE 2.5 Follow teacher directives when first directed. | Boardmaker |
| Example: Respond to teacher's directives, signals, and suggestions | Visual Supports |
| | • Yoga |
| PE 3.5.1 Demonstrate good sportsmanship in and out of class activities. | Social Skills Strategies - A social |
| Example: Accept losses in competition without whining or placing blame | emotional curriculum for adolescents |
| | (available from Autism Library SSJCS) |
| Pe 3.5.2 Recognize and avoid unsafe practices and situations. | Social Star series (available from |
| Example; Adhere to rules of conduct | Autism Library SSJCS) |
| | Inside Out: What Makes a Person with |
| PE 3.5.2 Recognize the rights of others. | Social Cognitive Deficits Tick? |
| Example: Share with those who have not had a turn | (available from Autism Library SSJCS) |
| | Thinking About You, Thinking About Me |
| PE 4.5.2 Follow rules and safe practices in all class activities without being reminded. | (available from Autism Library SSJCS) |
| Example: Stop activity immediately upon signal from teacher | Photographics - Emotions & Expressions |
| | (available from Autism Library SSJCS) |
| PE 6.5.1 Participate in cooperative activities in both leadership and a follower role. | Autism & PDD Adolescent Social Skills |
| Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully | Lessons: |
| to reach a group goal | Interacting |
| | Managing Behavior |
| PE 6.5.2 Acknowledge and apply rules to situations to ensure personal and group safety. | Secondary schools (available from |
| Example: Refrain from using equipment until instructed to do so by the teacher | Autism Library SSJCS) |
| | Teaching Children with Autism to Mind |
| PE 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities. | Read (available from Autism Library |
| Example: Anticipate potentially dangerous situations related to activity | SSJCS) |
| | Say & Do Social Scenes Combo |
| | (available from Autism Library SSJCS) |
| | Social Thinking Across the Home and |
| | School (tapes) (available from Autism |
| | Library SSJCS) |

The Social Story Book (available from Autism Library SSJCS) • Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) Special Olympics Adapted PE • Gen Ed PE • Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) • Create a memory book for a deceased person or pet • Social Skills Activities for Special Children by Darlene Mannix, Published by Jossey-Boss • Social Skills Lessons & Activities for Grades 4 - 6 by Ruth Weltmann Begun • Social Games: Self Control Patrol Game. Good Behavior Game, Rules & Reasons Game, Wait & Win Game, Stop, Relax & Think Game - Childswork/Childsplay, LLC

| Physical Education Standard 6 | | | | |
|--|--|--|--|--|
| Demonstrates understanding & respect for differences among people | | | | |
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES | | | |
| PE 2.6.1 Demonstrate etiquette and concern towards others. | Communication system | | | |
| Example: Encourage another to attempt a task a second or third time after an unsuccessful attempt | Boardmaker | | | |
| | Visual Supports | | | |
| PE 3.6.1 Demonstrate a tolerance for individual differences. | • Yoga | | | |
| Example: Choose to participate in an activity with someone from another county, race or culture | Social Skills Strategies - A social emotional curriculum for adolescents | | | |
| PE 5.6.1 Demonstrate positive attitude toward self and others through physical activity. | (available from Autism Library SSJCS) | | | |
| Example: Demonstrate admiration for others by offering congratulations as appropriate | Social Star series (available from Autism Library SSJCS) | | | |
| 8.6.4 Resolve conflicts and accept decisions or judgments in socially accepted ways. Example: Accept and respect the decisions of authority figures | Inside Out: What Makes a Person with Social Cognitive Deficits Tick? (available from Autism Library SSJCS) Thinking About You, Thinking About Me (available from Autism Library SSJCS) Photographics - Emotions & Expressions (available from Autism Library SSJCS) Autism & PDD Adolescent Social Skills Lessons: Interacting Managing Behavior Secondary schools (available from Autism Library SSJCS) Teaching Children with Autism to Mind Read (available from Autism Library | | | |
| | SSJCS)Say & Do Social Scenes Combo (available from Autism Library SSJCS) | | | |
| | Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS) The Social Story Book (available from | | | |
| | Autism Library SSJCS) | | | |

• Writing Social Stories with Carol Gray (available from Autism Library SSJCS) • The New Social Story Book (available from Autism Library SSJCS) • Social Stories & Comic Strip Conversations (available from Autism Library SSJCS) • The Original Social Story Book (available from Autism Library SSJCS) • A Superhero Social Thinking Curriculum (available from Autism Library SSJCS) • Special Olympics Adapted PE • Gen Ed PE • Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) • Create a memory book for a deceased person or pet • Social Skills Activities for Special Children by Darlene Mannix, Published by Jossey-Boss • Social Skills Lessons & Activities for Grades 4 - 6 by Ruth Weltmann Begun • Social Games: Self Control Patrol Game, Good Behavior Game, Rules & Reasons Game, Wait & Win Game, Stop, Relax & Think Game - Childswork/Childsplay, LLC



MOTOR SKILLS
HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE MOTOR SKILLS

| Indiana Standards | SKILLS | | | | |
|--|---|--|--|--|--|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| MOTOR SKILLS | | | | | |
| Support independence. | Repeat movements. Use reflexes. | Attempt novel gross/fine motor and sensory activities. | Perform basic rhythmic skills alone and with a partner. | Perform motor skills in progression of head control, rolling, standing, walking, | Combine different movement skills to form more complex skills. |
| Access community resources | Perform basic locomotive and non-locomotive skills. | Participate in moderate to vigorous physical activity during and after school. | Participate in lifetime activities during physical education and recess. | running and climbing. Demonstrate the ability to | Apply the concept of practice to improve skills in |
| Acquire and maintain | Turn pages in a book. | Apply movement concepts to specific movement situations. | Manipulate objects at a basic level. | manipulate objects with greater accuracy. | appropriate settings. Demonstrate regular |
| vocational placement | Imitate and follow adult interactions. | Identify and solve problems through active explorations. | Identify and use a variety of relationships with objects. | Utilize implements combined with motor skills to perform specific skills. | participation in health-related activities outside of class. |
| Participate in recreation and leisure activities | Perform stability skills alone or with a partner. | | , , | Attempt more complex fine motor activities. | Describe the elements of a healthy lifestyle. |
| Engage in social interaction | | | | | |
| Engage in social interaction | | | | | |

MOTOR SKILLS

HIGH SCHOOL

Focus of MOTOR SKILLS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators in the areas of:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

High School students (grades 9 to 12) will concentrate on the following MOTOR SKILLS:

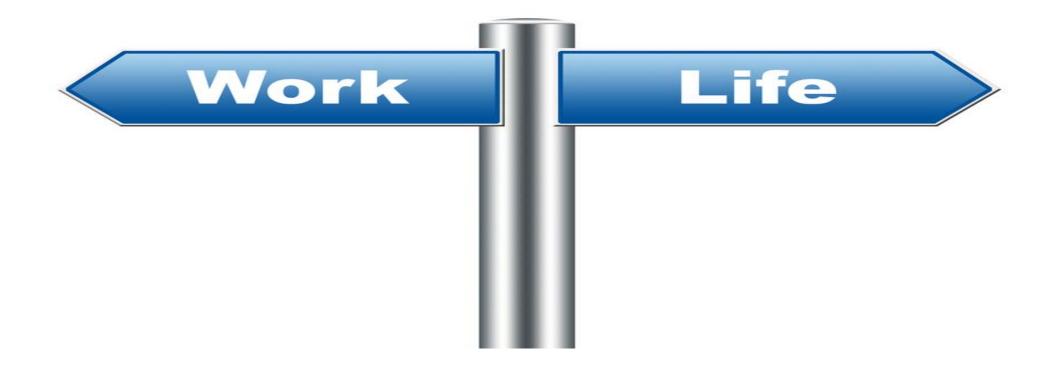
- Combine different movement skills to form more complex skills
- Apply the concept of practice to improve skills in appropriate settings
- Demonstrate regular participation in health-related activities outside of class
- Describe the elements of a healthy lifestyle

Motor Skills

| Gross Motor Skills | |
|---|---|
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| 2.1.1 Demonstrate the ability to perform locomotor (travelling actions) and non-locomotor (movement in | |
| place) skills proficiently. | Boardmaker |
| Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving | • |
| from their spot. | Communication system |
| Run, walk, swing, sway, bend, and reach to music | • |
| | Special Olympics |
| 3.1.2 Combine different movement skills to form more complex skills. | • |
| Example: Dribble a soccer ball while running at different speeds and using the inside and outside of feet. | Adaptive PE |
| Dribble ball | • |
| | General Ed PE |
| 4.2.2 Apply the concept of practice to improve skills in appropriate settings. | |
| Example: Using chest pass with a basketball, pass ball to a target successfully 10 times | Sensory Challenges & Answers (Autism Library - SSJCS) |
| 4.3.2 Demonstrate regular participation in health related activities outside of school. | • |
| Example: Participate in youth league soccer 3 afternoons a week. | The Out of Sync Child - (Autism Library - SSJCS) |
| 4.3.3 Identify those activities that are considered to be lifetime activities. | • |
| Example: List activities such as swimming, golf, hiking, jogging, etc. | Building Bridges Through Sensory Integration (Autism Library - SSJCS) |
| 5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills | • |
| necessary to participate in games and lead-up (preparing for sports) activities. | Answers to Questions Teachers Ask |
| Example: Engage in simple games requiring manipulative skills | About Sensory Integration (Autism Library SSJCS) |
| 6.3.3 Describe the elements of a healthy lifestyle. | • |
| Example: List the benefits of leading an active life | Tasks Galore For the Real World |
| | (Autism Library - SSJCS) |
| 7.3.1 Select and participate in activities that will build their repertoire of lifetime activities | |
| Example: Participate in primarily individual sports activities | Task Galore Making Groups Meaningful |
| 8.3.1 Choose health enhancing activities for leisure time | (Autism Library - SSJCS) |
| Example: Participate in a tennis match rather than play video games | • |

High School - Motor Skills

| Fine Motor Skills | |
|--|---|
| INDICATOR(5) | POSSIBLE MATERIALS AND RESOURCES: |
| F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. Example: Throw an object at a target with an overhand motion and trunk rotation, throw something upward and catch it, and jump over a stationary object. Grasp tool. | Boardmaker Communication system Gen Ed Art Class Crafts Tasks Galore For the Real World (Autism Library - SSJCS) Task Galore Making Groups Meaningful (Autism Library - SSJCS) |



CAREER/VOCATIONAL SKILLS HIGH SCHOOL

STANDARDS/SKILLS at a GLANCE VOCATIONAL SKILLS

| Indiana Standards | S SKILLS | | | | |
|----------------------------------|-------------------------------------|---|---|--|---|
| STRAND | Early Childhood | Primary | Intermediate | Middle School | High School |
| VOCATIONAL SKILLS | | | | | |
| Vocational behavior expectations | Complete activities with prompting. | Complete tasks/activities as directed. | Demonstrate appropriate communication on the job. | Demonstrate awareness of behaviors necessary to gain | Demonstrate employability skills. |
| | Practice calming strategies. | Show awareness of jobs and work within the classroom. | Demonstrate preferences for jobs. | desired career. Begin to make economic | Develop a realistic career plan. |
| Career explorations | Explore and pretend occupations. | Know the difference between | Demonstrate the concept of | decisions. | Plan and implement |
| Personal finance | Play with money. | wants and needs. Use technology appropriately. | 'work to earn'. Use technology to store and | Use technology to create useful documents. | responsible financial transactions. |
| | Use technology for play. | , | gain information. | | Use technology to gain, process, and use information. |
| Technology | | | | | |
| | | | | | |
| | | | | | |

CAREER/VOCATIONAL SKILLS HIGH SCHOOL

Focus of CAREER/VOCATIONAL SKILLS within the Standards-Based Essential Skills Curriculum

High School students participating in the Standards-Based Essential Skills Curriculum will acquire and demonstrate specific <u>Vocational Skills</u> based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career exploration
- Personal finance
- Technology

High School students (grades 9 - 12) will concentrate on the following VOCATIONAL SKILLS:

- Demonstrate employability skills
- Develop a realistic career plan
- Plan and implement responsible financial transactions
- Use technology to gain, process, and use information

Career/Vocational Skills

| Vocational Behavioral Expectations | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| IUSIG 3-4.2.8 Discuss how attendance, punctuality, and completing schoolwork on time are habits that | Communication systems |
| transfer to the workforce | Visual supports |
| | Boardmaker |
| IUSIG 9-12.2.9 Demonstrate effective practices for interviewing | • Computer |
| | Video camera |
| IUSIG 9-12.2.11 Compare and contrast self-management expectations of the school and self-management | Model resumes |
| expectations of the workplace | Graphic organizer |
| | Social Skills Strategies - A social |
| CPS 1.1.2 Utilize appropriate time management and organizational techniques | emotional curriculum for adolescents |
| | (available from Autism Library SSJCS) |
| CPS 2.1.1 Analyze situations and relate results to future careers | Yoga |
| | Social Star series (available from |
| CPS 4.1.3 Prepare resume, letter of application, and interview thank you letter | Autism Library SSJCS) |
| | Inside Out: What Makes a Person with |
| CPS 4.1.5 Demonstrate proper business and dining etiquette | Social Cognitive Deficits Tick? |
| | (available from Autism Library SSJCS) |
| CPS 4.1.6 Complete employment application forms | Thinking About You, Thinking About Me |
| | (available from Autism Library SSJCS) |
| CPS 4.1.8 Demonstrate appropriate interviewing techniques. | Photographics - Emotions & |
| Example: attire, responses to questions, etc. | Expressions (available from Autism |
| CDC 5.1.2. Understand ample on acceptations Eventually moneyolists, dependentlists, willinguage to leave | Library SSJCS)Autism & PDD Adolescent Social Skills |
| CPS 5.1.2 Understand employer expectations Example: punctuality, dependability, willingness to learn, | Lessons: |
| initiative, cooperation, etc. | Interacting |
| CPS 5.1.3 Identify employee expectations. | Managing Behavior |
| Examples: Health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc. | Secondary schools (available from |
| - Champies Treath and surery, evaluations, fair hess, pay, benefits, rights, labor/management relations, etc. | Autism Library SSJCS) |
| CPS 5.1.4 Analyze the effects of voluntary/involuntary termination | Teaching Children with Autism to Mind |
| of a s.z. 1 / mary zer me appears of volumer y/ mvolumer y lei minumon | Read (available from Autism Library |
| CPS 5.3.1 Apply critical thinking and decision making/problem solving techniques in the workplace | SSJCS) |
| 2. 2 2.2.2 | Say & Do Social Scenes Combo |
| | 24/ 4 00 000141 0001100 0011100 |

| ı | CPS543 Activel | ly narticinate in the | orientation process and | the probationary peri | ind |
|---|----------------------|-----------------------|--------------------------|-----------------------------|-----|
| ı | I CI J J.T.J MCIIVEI | iy pai ncipate in me | or lentation process and | i ille pi obalioliai y peli | iou |

CPS 5.5.1 Understand strategies for working efficiently with co-workers of varying ages, gender, abilities, cultures, and economic backgrounds

CPS 5.5.2 Understand the importance of working as a team player in the workforce

CPS 5.5.3 Demonstrate appropriate interpersonal skills when dealing with others

CPS 5.5.4 Express thoughts and ideas clearly using various forms of communication

BMS-BOM 1.1.2 Identify the differences between an employer and an employee

BMS-BOM 1.1.7 Demonstrate the importance of time management

BMS-BOM 4.1.11 Identify ways to respond to customer concerns

BMS-BOM 4.1.12 Demonstrate ethical standards in conducting business

(available from Autism Library SSJCS)

- Social Thinking Across the Home and School (tapes) (available from Autism Library SSJCS)
- The Social Story Book (available from Autism Library SSJCS)
- Writing Social Stories with Carol Gray (available from Autism Library SSJCS)
- The New Social Story Book (available from Autism Library SSJCS)
- Social Stories & Comic Strip Conversations (available from Autism Library SSJCS)
- The Original Social Story Book (available from Autism Library SSJCS)
- A Superhero Social Thinking Curriculum (available from Autism Library SSJCS)
- Tasks Galore For the Real World (Autism Library - SSJCS)
 Task Galore Making Groups Meaningful (Autism Library - SSJCS)
- Career Choices, Mindy Bingham & Sandy Stryker - Academic Innovations

| Career Exploration | |
|--|---|
| INDICATOR(S) | POSSIBLE MATERIALS AND RESOURCES: |
| IUSIG K.2.2.3 Discuss occupations held by adults in their community | * Boardmaker * Visual Supports |
| IUSIG 3-5.2.1 Use a career interest inventory to identify career interests | Communication systemsComputer |
| IUSIG 3-5.2.7 List jobs that relate to their hobbies and/or leisure activities | InternetGraphic organizer |
| IUSIG 6-8.2.2 Use personal, print and electronic resources to discover occupations that match their career interests | Tasks Galore For the Real World (Autism Library - SSJCS) Tasks Galore Making Groups Meaningful |
| IUSIG 6-8.2.6 Participate in creating a career interest survey that includes one or more career areas they would like to explore in high school and specific occupations that are of interest to the student | (Autism Library - SSJCS)Gen. Ed. Keyboarding classCommunity Outings |
| IUSIG 6-8.2.9 Participate in creating a resume using a model resume | Job Shadowing Career Choices, Mindy Bingham & Sandy |
| IUSIG 9-12.2.1 Reexamine specific occupation interests annually based on their additional life experiences and/or an updated career interest survey | Stryker - Academic Innovations In school job experiences Newspapers |
| IUSIG 9-12.2.5 Make annual revisions as appropriate to their career list | Professional associationsProfessional networks |
| IUSIG 9-12.2.6 Participate in revising their resume annually to include their most recent interests | Governmental agencies |
| IUSIG 9-12.2.8 Identify several resources for finding employment. Examples: newspapers, professional associations, professional networks | |
| CPS 3.1.1 Participate in developing short and long term education, lifestyle and career goals | |
| CPS 4.1.4 Participate in developing an employment portfolio | |
| CPS 5.1.1 Participate in a teacher-approved community service project and/or job shadowing experience | |
| BMS-CE 1.1.1 Identify personal likes and dislikes, strengths and weaknesses, and individual talents | |

- BMS-CE 2.1.2 Identify and give examples of career clusters; develop an awareness of occupational opportunities
- BMS-CE 2.1.3 List and identify the contributions of various types of occupations in the community and describe career opportunities in these professional fields.

Examples: banker, realtor, police officer, teacher, business manager, firefighter, etc.

BMS-CE 2.1.4 Use a variety of research tools in the career exploration process.

Examples: computer assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, field trips, speakers, case studies, community service, Internet

BMS-CE 3.1.1 Discuss the personal qualities and ethical and/or responsible behaviors related to school, home, and employability; and describe how these qualities and behaviors influence the feelings and actions of others.

Examples: promptness, ability to get along with others, a positive attitude, confidentiality, tolerance, flexibility, dependability, honesty, integrity, willingness to ask questions, respect for diversity, patience, cooperation, respect for personal property, completion of homework assignments, and communication skills

- BMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills for school and the workplace
- BMS-CE 3.1.3 Demonstrate the importance of personal appearance, grooming, and other school and workplace expectations
- BMS-CE 3.1.5 Discuss the importance of being able to work productively with people who are different from oneself
- BMS-CE 3.1.10 List the steps involved in handling conflict at the worksite
- BMS-CE 3.1.11 List the steps involved in dealing with stress at the worksite
- BMS-CE 3.1.15 Identify ways to use feedback to improve workplace skills
- BMS-CE 4.1.5 Discuss methods of 'trying again' after a setback or failure
- BMS-CE 4.1.8 Evaluate consequences and decisions pertaining to short and long term career goals

BMS-CE 5.1.6 Describe how good health, nutrition, and physical fitness habits contribute to career success

BMS-BOM 1.1.1 Identify skills and qualities needed for specific jobs and careers

Standard 5

WRITING: Writing Applications
9.5.5 Write documents related to career development, including simple business letters and job applications that:

^{*} follow a conventional business letter, memorandum, or application format

| Personal Finance | |
|--|--|
| INDICATOR(S) | POSSIBLE MATERIALS & RESOURCES |
| CPS 5.4.2 Identify basic payroll procedures | Visual supports |
| BMS-PFE 1.1.1 Give examples of economic wants and needs | Communication system |
| BMS-PFE 1.1.3 Recognize and assume responsibility for the consequences of economic choices | • Clocks |
| BMS-PFE 1.1.6 Identify various ways people earn a living | Coins and bills |
| BMS-PFE 1.1.8 Discuss the characteristics and requirements of occupations of interest, including entrepreneurial opportunities | Calculator |
| BMS-PFE 2.1.7 Participate in the construction and use a personal budget (spending/savings plan), and evaluate if according to short, intermediate, and long term goals | Touch Math – moneyMenu Math |
| BMS-PFE 3.1.1 Apply a rational decision making process to personal buying decisions | Market Math |
| BMS-PFE 3.1.4 Apply comparison shopping practices; analyze advertising claims; explain the concept of impulse buying | Teaching clock |
| BMS-PFE 3.1.11 Contrast different methods of payment including cash, checks, debit cards, and credit cards; explain which of these is 'borrowing' | Student watches |
| BMS-PFF 3.1.12 Discuss the steps involved in opening and using a checking account | CalendarDaily schedule |
| BMS-PFF 4.1.2 Discuss why and how people save; explain the concept of planning for emergencies Social Studies 2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service | Tasks Galore For the Real World (Autism Library - SSJCS) |
| | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |

| Technology | |
|---|--|
| INDICATOR(S) | POSSIBLE MATERIALS, RESOURCES, & SPECIFIC STRATEGIES |
| BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and internet use policy | BoardmakerCommunication system |
| BMS-T 3.1.2 Use technology independently and collaboratively | • Computer |
| BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents | • Internet |
| BMS-T 4.1.3 Demonstrate word processing skills by saving and printing documents | Graphic organizer |
| BMS-T 4.1.21 Log on to preselected Internet sites and view documentation | Tasks Galore For the Real World |
| BMS-T 4.1.22 Demonstrate the ability to use Internet search engines to access information by identifying and conducting searches using internet/internet search engines and directories | (Autism Library - SSJCS) |
| BMS-T 4.1.24 Demonstrate telecommunication skills through the use of e-mail to contact peers, teachers, and other audiences | Tasks Galore Making Groups Meaningful (Autism Library - SSJCS) |
| BMS-T 4.1.28 Demonstrate the ability to follow instructions | General Ed keyboarding class |
| Examples: instructor, text, manuals, and/or screen BMS-T 4.1.29 Demonstrate the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.) | |
| | |
| | |

Community Based Instruction (transfer of skills across environments to support transition to adult living)

Each of the curricular strands - English/Language Arts, Mathematics, Social Skills, Motor Skills, and Functional Self-help skills - can be incorporated into the following Community Outings. Apple Works has been completed as an example.

A blank worksheet is included for teacher use.

| | COMMUNITY OUTING: APPLE WORKS | | | | |
|-----------------------------|---|-----------------------------|---|--|--|
| CURRICULAR | POSSIBLE INDICATORS | CURRICULAR STRAND | POSSIBLE INDICATORS | | |
| <u>STRAND</u> | | | | | |
| English/Language Arts | Standard 1 1.1.19Standard 2 K.2.3 | Mathematics | Standard 1 K.1.7; K.1.8;Standard 4 2.4.5 | | |
| | Standard 5 1.5.5Standard 7 K.7.2; 1.7.1; 1.7.2; 1.7.3; 1.7.8 | | Standard 5 K.5.2Standard 5 1.5.6 | | |
| Social Sciences | • Standard 1 1.1.3; 2.1.1; Standard 3 2.3.5; 3.3.3 Standard 4 1.4.4 | Social Skills | Health Standard 3 Health 1.3.2; Health 1.3.3 Health Standard 5 - all PE Standard 5 PE 1.5.1; PE 1.5.3 PE Standard PE 2.6.4; PE 3.6.3 | | |
| Motor Skills | Gross Motor Skills B.3.1; 3.4.6 Fine Motor Skills F.3.5 | Functional Self-help Skills | Toileting - takes care of gender specific needs (in public) Gives personal info Use real money Safety Practices | | |
| Career/Vocational Skills | Career Exploration IUSIG K-2.2.1; BMS-CE 3.1.3 Personal Finance BMS-PFE 1.1.4 Social Studies 1.4.2; Social Studies 1.4.3 | | • | | |

COMMUNITY OUTING WORKSHEET OUTING:

| <u>CURRICULAR</u> <u>STRAND</u> | POSSIBLE INDICATORS | CURRICULAR STRAND | POSSIBLE INDICATORS |
|------------------------------------|---------------------|-----------------------------|---------------------|
| English/Language Arts | • | Mathematics | • |
| Social Sciences | • | Social Skills | • |
| Motor Skills | • | Functional Self-help Skills | • |
| Career/Vocational Skills | • | | • |

| TEACHER SUGGESTED COMMUNITY OUTINGS | | | |
|-------------------------------------|------------------------------|----------------|--|
| <u>OUTING</u> | ADDRESS/PHONE | <u>CONTACT</u> | |
| <u>Bowling</u> | <u>736-5177</u> | | |
| <u>Hi-Way Lanes</u> | 400 N. Morton | | |
| | <u>Franklin</u> | | |
| <u>Bowling</u> | <u>881-8686</u> | | |
| Southern Bowl | <u>1010 US 31</u> | | |
| | <u>Greenwood</u> | | |
| <u>Camp Allendale</u> | <u>878-4400</u> | | |
| <u>Fishing</u> | | | |
| <u>Camp Belzer</u> | <u>489-2298</u> | | |
| Boy scout Camp | | | |
| Canary Creek Movie Theater | <u>738-1041</u> | | |
| | 870 Mallory Pkwy | | |
| | <u>Franklin</u> | | |
| <u>CVS</u> | | | |
| <u>Dollar Stores</u> | | | |
| <u>Farmer's Day</u> | | | |
| <u>Morgantown</u> | | | |
| <u>Fire station</u> | | | |
| <u>Franklin Skate</u> | <u>738-3775</u> | | |
| | 2680 Morton St (31) Franklin | | |
| <u>Greenwood Park Mall</u> | <u>888-4823</u> | | |
| <u>Home Depot</u> | <u>Greenwood</u> | | |
| <u>Independence Park</u> | <u>Greenwood</u> | | |
| <u>Morgantown Road</u> | | | |
| <u>Interfaith Food Pantry</u> | <u>Franklin</u> | | |
| <u>JoAnn Fabrics</u> | <u>883-1798</u> | | |
| St Rd 31 Greenwood | <u>Greenwood</u> | | |
| Johnson Co. Humane Society of | <u>536-6626</u> | | |
| <u>Franklin</u> | <u>3827 N. Graham Rd.</u> | | |

| <u>Kelsay Farms</u> | <u>535-4136</u> | |
|------------------------|-----------------------------|--|
| | Whiteland | |
| <u>K-Mart</u> | <u>882-2271</u> | |
| | <u>Greenwood</u> | |
| <u>Kroger</u> | | |
| <u>Library</u> | | |
| Lowes Franklin | 346-3400 | |
| | <u>Franklin</u> | |
| <u>Marsh</u> | | |
| <u>Meijer</u> | 885-3000 | |
| • | <u>Greenwood</u> | |
| <u>Menards</u> | 882-2703 | |
| | 300 Marlin Drive Greenwood | |
| <u>Miniature Golf</u> | 535-7600 | |
| Rascal's Fun Zone | 629 N US 31 Whiteland | |
| Not Just Popcorn | <u>812-526-8256</u> | |
| • | 114 E. Main Cross Edinburgh | |
| Rascal's Fun Zone | See Miniature golf | |
| <u>Restaurants</u> | | |
| <u>Target</u> | <u>883-5200</u> | |
| | 895 S. St Rd 135 | |
| | <u>Greenwood</u> | |
| Uncle Bill's Pet Store | <u>887-2700</u> | |
| | 870 N. US 31 | |
| | Whiteland | |
| You Are the Potter | www.youarethepotter.com | |
| | <u>884-4905</u> | |
| | 1211 N. Madison Ave. | |
| | Greenwood | |

| ADDITIONAL COMMUNITY OUTINGS | | | |
|------------------------------|-----------------|----------------|--|
| OUTING | PHONE #/ADDRESS | <u>CONTACT</u> | |
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TEACHER SUGGESTED JOB SITES (High School Only)

| _ | ODD STIES (Fight School Stilly) | |
|-----------------------------|---------------------------------|----------------|
| JOB SITE | PHONE # | <u>CONTACT</u> |
| | <u>ADDRESS</u> | |
| Churches | | |
| | | |
| | | |
| CVS | | |
| Goodwill | | |
| | | |
| | | |
| Greenwood Community Center | | |
| Greenwood Health and Living | | |
| Center | | |
| Hampton's Market | | |
| In School Sites | | |
| | | |
| | | |
| Johnson Memorial Hospital | 738-7829 | |
| | Franklin | |
| K-Mart | 882-2271 | |
| | 860 S. US 31 | |
| | Greenwood | |
| Library | | |
| | | |
| | | |
| Lord's Locker | Trafalgar | |
| Meijer | 885-3000 | |
| | 150 S. Marlin St Rd 135 | |
| | Greenwood | |
| Methodist Home | | |

| Motels | | |
|---------------|----------------------|---------|
| | | |
| | | |
| | | |
| Nursing Homes | | |
| | | |
| | | |
| Veterinarians | | |
| | | |
| | ADDITIONAL JOB SITES | |
| JOB SITE | PHONE # ADDRESS | CONTACT |
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ESSENTIAL SKILLS CURRICULUM

ACTIVITY LESSON PLAN

| AREA | |
|--------------|--|
| LEVEL | |
| STANDARD# | |
| SUBJECT AREA | |
| INDICATOR | |
| PAGE # | |

ACTIVITY

MATERIALS NEEDED:

<u>DIRECTIONS</u>

OPTIONAL ACTIVITY

WEB SITES

SSJCS

Standards Based

Essential Skills Curriculum

2010

| 2010 | | |
|--|----------------------|-------------------------|
| WEBSITE | AREA OF FOCUS | Free/cost/subscription, |
| | | etc. |
| ART | | |
| <u>www.kinderart.com</u> | Art | Free |
| REVIEW: Art lesson plans and more for children and adults w | ith special needs | |
| ASSISTIVE TECHNOLOGY | /TECHNOLOGY | |
| www.ataccess.org/hub/ | Assistive Tech | Free |
| REVIEW: Search engine for locating Assistive Tech | | |
| products | | |
| http://natri.uky.edu | Assistive | Free |
| | Technology | |
| REVIEW: Supports teachers, families, administrators. Assis | tive Tech resources, | downloadable Assistive |
| Tech planner. You can sign up to receive updates to website. | | |
| http://patinsproject.com | Assistive | Free |
| | Technology | |
| REVIEW: Lending library, internet resources, statewide training, National Conference, What's New? | | |
| http://atto.buffalo.edu/registeed/ATBasics.php | Assistive | Free |
| | Technology | |
| REVIEW: Various applications of assistive technology. Information on using assistive technology with a | | |
| variety of populations. Some low tech solutions. | - | |
| www.teach-nology.com | Technology | Free |

| REVIEW: 30,000+ lesson plans; 7,500 FREE printable work | sheets; ready to use r | ubrics, printable generators |
|---|---|--|
| AUTISM | | |
| www.autism-society.org | Autism | Free |
| Review: Information | | |
| www.autisminspiration.com/public/main.cfm | Autism | Subscription Sample content |
| REVIEW: Lesson plans on variety of subjects, games, group | activities, Sensory Int | egration ideas, forums |
| www.autisminternetmodules.org | Autism Videos of training modules | Free |
| REVIEW: Topics of training modules: Assessment for Iden Interests and activities; Structured Work Systems and Ac Based Communication Systems (PECS-Picture Exchange Com Interventions (Peer Mediated Instruction and Intervention Incredible 5 point scale; Transitioning Between Activities; a | tivity Organization; Vis munication System); Ev - PMII); General Interv | sual Supports; Evidence vidence Based Social Skills ventions; Home Base; The |
| www.teacch.com | Autism | Free |
| REVIEW: Information on TEACCH - Treatment and Educat Handicaps | ion of Autistic and Com | munication Related |
| Autism.healingthresholds.com/therapy/social-stories | Autism Social Stories | Free |
| REVIEW: Information on social stories, what they are, how | to use, theory. Other | links |
| www.zacbrowser.com | Autism/related disabilities | Free |
| REVIEW: ZAC: Zone for Autistic Children - provides movie children with autism and other disabilities | s, music, stories, games | , drawing and more for |

| COMMUNICATI | ON | | |
|--|---------------------|----------------------------|--|
| www.communicationsymbols.com | Communication | Free | |
| | Visual supports | | |
| REVIEW: Numerous printable activity board sets with directi | ons | | |
| www.picsearch.com | Communication | Free | |
| | Visual Supports | | |
| REVIEW: 3,000,000 images. | | | |
| www.pics4learning.com | Communication | Free | |
| | Visual supports | | |
| REVIEW: Numerous images on a variety of subjects | | | |
| www.icontalk.com | Communication | Free | |
| | Visual supports | | |
| REVIEW: Barbara Bloomfield site. Fold up patterns and dire | ections for WAIT, C | COUNT DOWN, | |
| FIRST/THEN, Bumper stickers, etc. Some products for sale. | | | |
| http://clip-art.kaboose.com | Communication | Free | |
| | Visual supports | Sponsored by Smuckers | |
| www.polyxo.com/socialstories/introduction.html/ | Communication | Free | |
| | Social stories | | |
| REVIEW: Social learning and understanding. How to write social | cial stories | | |
| www.fundraw.com/clipart | Communication | Free, but must register to | |
| | Visual supports | use | |
| REVIEW: Images on numerous topics | | | |
| www.slideshare.net | Communication | Free | |
| | Visual supports | | |
| REVIEW: Sharing slides, videos, etc. | | | |
| http://www.flicker.com/creative | Communication | Free | |

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|---|---------------------------|-------------------------------|--|
| | Language | | |
| REVIEW: Low level language teaching | | | |
| www.boardmakershare.com | Communication | Free | |
| | Visual supports | | |
| www.makebeliefscomix.com | Communication | Free | |
| | Social skills | | |
| REVIEW: Fun and easy. Make simple comic strips. Character | s emotions can be eas | sily changed and has voice or | |
| thought balloons that can be customized. | | | |
| REVIEW: Don't reinvent the wheel. Share boardmaker creat | ions. | | |
| www.socialskillsmusic.com | Communication | Free | |
| | Social Skills | | |
| REVIEW: You tube videos on numerous kid oriented social ski | lls. | | |
| www.thegraycenter.org | Communication | Free | |
| | Social stories | | |
| REVIEW: Carol Gray's The Gray Center website. Articles, ne | tworks, groups, pres | entations. Explanation of | |
| Social Stories, How to write Social Stories, Social movies, etc | ;. | · | |
| www.pattip.wikispaces.com/visual+supports | Communication | Free | |
| | Visual supports | | |
| | Autism | | |
| REVIEW: All ASD (Autism Spectrum Disorder) Visuals, socio | l stories, numerous l | inks to other sites | |
| www.speakingofspeech.com | Communication | Free | |
| REVIEW: Interactive forum for Speech & Language Patholog | ists & teachers. Inc | ludes printable Boardmaker | |
| icons, IEP goal bank, Lesson plans, etc. | | · | |
| EVIDENCED BASED PI | EVIDENCED BASED PRACTICES | | |
| NPDC autism National Professional Development Center on Autism | EBP | Free | |
| Spectrum Disorders | | | |
| REVIEW: Info on evidenced based practices as it relates to | ASD. Gives definitio | n of EBP and lists 24 | |

| practices that meet the criteria. | | |
|---|---------------------------|-------------------------------|
| AIM Autism Internet Modules | Evidenced based | Free |
| | practices | |
| REVIEW: Numerous modules on autism related informatio | n. Modules on evidence | d based practices. |
| www.whatworksclearinghouse.org led to | Evidenced based | Free |
| www.ies.ed.gov./ncee/wwc/ | practices | |
| REVIEW: Type in the name of an intervention and you get | a summary of how it ra- | tes according to their |
| standards based on Evidence Based Practices. Check out p | artner site; Learn How | to Integrate Evidence-Based |
| Practices into Classroom Instruction | | |
| FUNCTION | NAL SKILLS | |
| www.gcflearnfree.org | Functional skills | Free |
| REVIEW: Provides skills in everyday life, math and money, | , computer training, onli | ne classes, and work and |
| career. Teaches students to use a microwave, ATM, vendi | ng machine, count chang | e, mix ingredients, and more |
| www.ampgames.com/game/763/Cooking-Shw.html | Functional skills - | |
| | cooking | |
| NOTES: Use the mouse to follow patterns and visual instr | uctions to make yummy | meals |
| www.video.jug.com | Functional skills | |
| | How to Videos | Free |
| REVIEW: Everything from how to set up an aquarium to plusing with kids. | anting onions. Importar | nt to preview videos before |
| GRAPIC ORGA | NIZERS | |
| Graphic organizers enhance the ability to remember conce connected. These tools are often used as prewriting instru | | ng of how thoughts are |
| Try offering them to students as a reflective activity, or | | ior to a classroom discussion |
| and see how much deeper you | • | |
| www.eduplace.com | Graphic Graphic | Free |
| | Organizers, | |

| | All subjects | |
|--|--|------------------------------|
| REVIEW: Many different types of printable graphic organize graphs. | zers with tips on how to | use. Lessons, games, |
| www.graphic.org/goindex.html | Graphic organizer | |
| REVIEW: Good info on how to choose the correct tool | | |
| www.writedesignonline.com/organizers/ | Graphic organizers | |
| REVIEW: A collection of graphic organizers to use for brain and effect, and descriptions | nstorming, comparing/c | ontrasting, showing cause |
| www.enchantedlearning.com/graphicorganizers/ | Graphic organizers | Free |
| REVIEW: Extensive collection of graphic organizers and cl | lassroom ideas | |
| www.readwritethink.org/materials/storymap/index.html | Graphic organizer | |
| | Language Arts Writing | |
| REVIEW: Interactive Story map. This interactive tool proviet with prompts | | writing advance organizers |
| www.region15.org | Graphic | Free |
| | organizers | |
| | or garnzer 5 | |
| REVIEW: Analogies and assessment, cause and effect, com interventions, reading, research, vocabulary, etc. | 3 | maps, writing, letters, |
| _ | 3 | maps, writing, letters, Free |
| interventions, reading, research, vocabulary, etc. | npare/contrast, concept | · • |
| interventions, reading, research, vocabulary, etc. | opare/contrast, concept Graphic Organizers | Free |
| interventions, reading, research, vocabulary, etc. Graphicorganizers.org | opare/contrast, concept Graphic Organizers | Free |

| Review: Pre-formatted graphic organizers; Character maps, clustering, compare/contrast, concepts, note taking, hypothesizing, plot diagrams, etc. | | | | |
|---|------------------------|-------------------|--|--|
| www.reallygoodstuff.com | Organization | Catalog + ideas | | |
| REVIEW: Organizational items that work well with structure | | <u> </u> | | |
| color. Classroom blogs on ideas, etc. | _ | · | | |
| HEALTH | | | | |
| www.mypyramid.gov | Health | Free | | |
| REVIEW: U.S. Department of Agriculture website to support | healthy habits. Foo | d pyramids | | |
| LANGUAGE AR | TS | | | |
| <u>www.starfall.com</u> | Language Arts | Free printables | | |
| | Early Literacy | Products for sale | | |
| REVIEW: Download center with ABC activities, Phonics puzzl | es, online books, etc. | | | |
| <u>www.storyline.net</u> | Language Arts | Free | | |
| NOTES: Virtual storybooks read by famous actors from the screen actors guild | | | | |
| http://speech.jppss.k12.la.us/acc%20index%201.htm Language Arts Free | | | | |
| REVIEW: Premade Boardmaker stories. This site is maintained by the Jefferson Parish Public Schools | | | | |
| Speech Therapists. It has premade concept stories, popular story symbols, worksheet activities, and tips for | | | | |
| engineering the classroom for pre-school, general, and high school. | | | | |
| Overlays for devices, tips for parents, games, low tech activities, songs, summer activities, folder activities, | | | | |
| thematic units, switch activities. | | | | |
| Symbols of fast food restaurants for parents. Most info is premade. Just print and laminate! | | | | |
| www.earobics.com/gamegoo.gooey.html | Language Arts | Free | | |
| REVIEW: Interactive with activities | | | | |
| <u>www.storyline.net</u> | Language Arts | Free | | |
| NOTES: Virtual storybooks read by famous actors from the screen actors guild | | | | |
| http://speech.jppss.k12.la.us/acc%20index%201.htm | Language Arts | Free | | |

REVIEW: Premade Boardmaker stories. This site is maintained by the Jefferson Parish Public Schools Speech Therapists. It has premade concept stories, popular story symbols, worksheet activities, and tips for engineering the classroom for pre-school, general, and high school.

Overlays for devices, tips for parents, games, low tech activities, songs, summer activities, folder activities, thematic units, switch activities.

| Symbols of fast food restaurants for parents. Most | info is premade. Jus | t print and laminate! |
|--|------------------------|-----------------------|
| www.mightybook.com | Language Arts | Free |
| REVIEW: Free music, books, games | | |
| MATERIALS | 5 | |
| www.shoeboxtasks.com | Autism | Catalog |
| | Concepts | |
| Review: Shoe box tasks to purchase. Other info | | |
| www.fastenation.com | Materials | Catalog |
| | Velcro | _ |
| REVIEW: Clear low profile dual lock circles | | |
| Available in 3/8", ½", ¾", 7/8" 900 to 3600 pcs per roll Prices vary | | |
| MATHEMATI | CS | |
| www.touchmath.com | Mathematics | Free downloads |
| | | Catalog |
| REVIEW: Catalog for ordering Touch math products. Free a | ctivity sheets and fre | ee materials. |
| www.gamebrew.com/game/sock-it/play | Mathematics: | Free |
| | Sorting | |
| Virtual sock sorting game; lots of colors and patterns | | |
| MULTIPLE | | |
| Ilovethatteachingidea.com | Multiple | Free |
| Review: Idea directory - general ed but can be adapted | | |
| www.tinsnips.org | Multiple | Free |

| REVIEW: Geared for Pre-K and Kindergarten students on the | autism spectrum and | d other related disabilities. | |
|---|------------------------|-------------------------------|--|
| Special learning tools, techniques, websites. Activity, seasonal and information sections. Ideas and activities | | | |
| section has; Make it Take it/Basic skills/Social Skills/Calendar activities/time and money, etc. | | | |
| www.help4teachers.com/tips.htm | Multiple | Free | |
| | | Some products for sale | |
| REVIEW: Section on TEACHING TIPS interesting. Examples | : Write on student's | desks with dry erase, Use | |
| a 4 prong staple remover to get knot out of shoe lace, etc. | | | |
| www.News-2-you.com | Multiple | Yearly subscription | |
| | Language Arts | | |
| | Social Studies | | |
| REVIEW: Current events newsletter provides weekly project. | s. 4 levels of reading | ability, communication | |
| boards, world news. Developed by a speech language pathologic | st | | |
| www.preschoolexpress.com | Multiple | Free | |
| REVIEW: Numerous activities. Art, songs, rhymes, monthly of | ctivity calendars, the | emes . | |
| www.abcteach.com | Multiple | \$40.00 a year | |
| | Pre-K, Elementary | Group rates | |
| REVIEW: Thematic Units; Holidays & Seasonal activities, Clip Art, Learning Centers & more | | | |
| www.edhelper.com | Multiple | Free printables | |
| | · | Subscription required for | |
| | | other info | |
| REVIEW: Printables in numerous areas. Most printables for gen ed. | | | |
| <u>www.schoolexpress.com</u> | Multiple | Free | |
| REVIEW: 16,000 printable worksheets in numerous subject areas and ability levels | | | |
| www.senteacher.org | Multiple | Free | |
| | | | |
| Printables Page, Links Page, Files Page, Search Tools | | | |
| Pre-writing, behavior management charts, emotions cards with matching facial expressions, etc. | | | |

| www.lessonlocator.org | Multiple | Free | |
|--|---------------------|---------------------------------|--|
| REVIEW: Indiana Academic Standards based lesson plans and assessment | ents | | |
| www.inspiration.com | Multiple | Software | |
| | | | |
| School.discoveryeducation.com/clipart | Multiple | Free | |
| REVIEW: Commercial site with lots of free resources. Image | s, videos, lesson | plans on a variety of subjects | |
| www.senteacher.org | Multiple | Free | |
| REVIEW: Printables, web links, downloads. Examples of acti | vities: Interacti | ve clock, memory sequencing | |
| activity, coin games, shopping with coins, face games, labeling | activities, etc. | | |
| www.funschool.com | Multiple | | |
| REVIEW: Many ideas and activities | | | |
| www.4kids.org | Multiple | Free | |
| REVIEW: Sophisticated. Weekly; access to back issues. Gam | es, videos, cool s | pots, kid quest, ask Amy | |
| www.eduscapes.com | Multiple | | |
| REVIEW: Many topics at different reading levels, literacy lin | ks, links for teach | ners, information on | |
| differentiation and more | | | |
| www.getitgotitgo.net | | | |
| PRESCHOOL | | | |
| www.vanderbilt.edu.csefgel | Social Stories | Free | |
| REVIEW: CSEFGEL: Center on Social Emotional Foundations f | or Early Learning | at Vanderbilt Univ. Pre-made | |
| social stories for preschoolers. Topics include: I go to presch | ool. I go to preso | chool on the bus. What we do in | |
| circle. I can be a super friend, etc. | | | |
| www.everythingpreschool.com | Preschool | | |
| REVIEW: 30,000 preschool activities separated into 100 ther | nes. 26 alphabet | areas and lesson plans | |
| SENSORY | | | |
| www.sensorycomfort.com | Sensory | Catalog | |

| REVIEW: Catalog of sensory items such as; socks without seams, tactile bath towels, etc. Tells how to use | | | |
|---|-----------------|--------------------|--|
| products safely. Many things could be made inexpensively. | | | |
| www.weightedblanket.com | Sensory | Catalog | |
| REVIEW: Weighted blankets and other weighted items | | | |
| SOCIAL SKILLS/SOCIAL STORIES | | | |
| Google Sodas Web Quest | Social Stories | Free | |
| www.do2learn.com | Social skills | Free/some with fee | |
| | Visual supports | | |
| REVIEW: Ideas for simple lessons. Wonderful site for visuals. Shows what facial expressions look like | | | |
| http://www.transporters.tv/index.ttml | Social skills | Free | |
| Autismpodcast.blogepisode19 | | | |
| REVIEW: Podcast. Visual strategies and social stories. SLP discusses social and visual strategies. Uses | | | |
| colors to help kids learn emotions and feelings | | | |
| www.comicstripcreator.org | Social Skills | Free | |
| REVIEW: Make your own comic strip. | | | |
| VISUAL SUPPORTS | | | |
| www.sevisualstrategies.com | Visual supports | Free | |
| Review: Individual pictures for behavior. Also lots of explanations for why we should use visuals | | | |
| www.card.ufl.edu | Visual supports | Free | |
| REVIEW: Easy to use. How to make visual schedules. Great for parents or teachers. Talks about using the | | | |
| "no" symbol | | | |
| www.card.ufl.edu | Visual supports | Free | |
| REVIEW: Easy to use. How to make visual schedules. Great for parents or teachers. Talks about using the | | | |
| "no" symbol | | | |