Table of Contents

Acknowledgements and Introduction.................................................................1

English/Language Arts....................................................................................4

Math..................................................................................................................36

Social Sciences.................................................................................................66

Social Skills......................................................................................................94

Motor Skills.....................................................................................................119

Functional Self-Help.......................................................................................135

Vocational Skills.............................................................................................169

Community-Based Instruction........................................................................196
## Acknowledgements

This Standards-Based Life Skills Curriculum document is the result of many hours of hard work during the 2006-2007 academic year by dedicated teachers of students with moderate disabilities within the Hamilton-Boone-Madison Special Services Cooperative.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Ebersole</td>
<td>Carmel High School</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Melissa Roesch</td>
<td>Carmel High School</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Tracie Smoot</td>
<td>Carmel High School</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Donna Wynn</td>
<td>Clay Middle School</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Laura Brown</td>
<td>Creekside Middle School</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Melanie Henn</td>
<td>Cherry Tree Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Charone Lesher</td>
<td>Mohawk Trails Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Susie Russ</td>
<td>Mohawk Trails Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Abigail Johnson</td>
<td>Towne Meadow Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Alison Rubel</td>
<td>West Clay Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Peggy Loeffler</td>
<td>Woodbrook Elementary</td>
<td>Carmel Clay Schools</td>
</tr>
<tr>
<td>Ellen Hammond</td>
<td>Frankton High School</td>
<td>Frankton Lapel School Corp.</td>
</tr>
<tr>
<td>Kristie Lofland</td>
<td>Supervisor of Staff</td>
<td>Hamilton Boone Madison</td>
</tr>
<tr>
<td>Terri Miller</td>
<td>Child Services Coordinator</td>
<td>Hamilton Boone Madison</td>
</tr>
<tr>
<td>Joyce Peters</td>
<td>Transition Coordinator</td>
<td>Hamilton Boone Madison</td>
</tr>
<tr>
<td>Sara Petrites</td>
<td>School Psychologist</td>
<td>Hamilton Boone Madison</td>
</tr>
<tr>
<td>Beth Tulbert</td>
<td>Staff Development Coordinator</td>
<td>Hamilton Boone Madison</td>
</tr>
<tr>
<td>Chrissy Collesano</td>
<td>Hamilton High School</td>
<td>Hamilton Southeastern Schools</td>
</tr>
<tr>
<td>LaBella Wallace</td>
<td>Hamilton Heights High School</td>
<td>Hamilton Heights Community Schools</td>
</tr>
<tr>
<td>Julie Miller</td>
<td>Noblesville High School</td>
<td>Noblesville School</td>
</tr>
<tr>
<td>Cathy Sculthorp</td>
<td>Noblesville Middle School</td>
<td>Noblesville Schools</td>
</tr>
<tr>
<td>Cathy Wilkenson</td>
<td>Hinkle Creek Elementary</td>
<td>Noblesville Schools</td>
</tr>
<tr>
<td>Rosanne Cherry</td>
<td>Hinkle Creek Elementary</td>
<td>Noblesville Schools</td>
</tr>
<tr>
<td>Kim Lockhart Massaro</td>
<td>Westfield High School</td>
<td>Westfield Washington Schools</td>
</tr>
<tr>
<td>Beth Purcell</td>
<td>Westfield Middle School</td>
<td>Westfield Washington Schools</td>
</tr>
<tr>
<td>Colleen Webster</td>
<td>Washington Woods Elementary</td>
<td>Westfield Washington Schools</td>
</tr>
</tbody>
</table>
Introduction

With the implementation of the Individuals with Disabilities Education Improvement Act, focusing on an individualized educational plan for students with disabilities, and No Child Left Behind, which requires all students to work on and towards common state academic standards, educators and professionals working with students with moderate disabilities face a dilemma: how do we individualize students’ educational programs and work towards a set of common academic standards? This Standards-based Life Skills Curriculum has been developed in response to this dilemma.

In curricular planning for students with more significant needs, it is noted that the general education curriculum provides a resource base of standards and indicators for all students. However, it is inappropriate to hold students with moderate and multiple disabilities to all the same academic standards as students of the same age who are fully participating in the general education curriculum. As there are no adopted state national standards for students with moderate disabilities, it is incumbent on schools to develop curricula that maintain high expectations for students, provide appropriate environment and time in which to practice skills, allow flexibility to address individual differences, and support students in becoming as independent as possible while becoming contributing members of adult society once they leave the public school setting. Organizationally, a school should have in place a curriculum that can be implemented in classrooms and community-based instructional settings.

A variety of resources were used in compiling this Standards-based Life Skills Curriculum:

2. The Functional indicators in the Indiana Supplemental Tools for Alternative Assessment (ISTAR)
3. The Indiana Early Childhood Foundations (Math, Language Arts, Science, Social Studies, Physical Education and Health, and Motor)
4. The Indiana Universal Indicators for Students in Guidance

Indicators from the Early Childhood Foundations, the Indiana Standards Tool for Alternate Reporting, Universal Indiana Student Standards for Guidance, Indiana Academic Standards were chosen based on the typical developmental and cognitive-functioning levels of students served within the Life Skills classrooms. The indicators included in the curriculum are the key basic skills needed as students transition into low-supported or independent functioning within the community where each individual will live, learn, work and play. The Standards-based Life 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.

Because of the many different cognitive, physical, medical, communication, and social needs of these students, there is no one set of traits shared by all. Each child is an individual. However, there are general issues around which educational instruction should be based in order for each student to reach his/her full potential. For instruction to be effective, schools must provide

- 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 functional skill continuum, and
- a developmentally-appropriate community-based instruction continuum.
Practice and mastery of the specific skills in each of the following curriculum areas will provide students the opportunity to

- demonstrate independence;
- demonstrate self-advocacy skills;
- engage in social interaction;
- access community resources;
- acquire and maintain vocational placement, and
- participate in recreation and leisure activities.
EXPLANATION OF EACH COLUMN

Indicators:

Indicators from the Indiana Academic Standards K-12, the ISTAR continua, and the Foundations to the Indiana Academic Standards for Children Birth to Age Five were chosen based on the typical developmental and cognitive-functioning levels of students served within functional life skills classrooms. The indicators and skills included within each area of the curriculum are the key basic skills needed by these students as they transition to the next level.

Strategies:

The strategies listed in this section can be used to assist teachers in determining best-practice methods of providing instruction to students. These strategies should be chosen based on the individual needs of the student.

Suggested Materials and Resources:

This section contains a collection of existing materials and resources that special educators may utilize based on district availability. These materials and resources were compiled by the special educators responsible for the development of this curriculum based on materials and resources available in their classrooms.

Assessments:

Data collection is an integral part of determining whether or not instruction and interventions are effective. In order to collect data to reflect student performance and assess student needs, it is necessary to select both appropriate formative and summative assessments. Formative assessment refers to those assessments that provide ongoing information on student progress, while summative assessments aim to evaluate the efficacy of instructional methods and interventions. Examples of formative assessments include task analysis, teacher observations using teacher checklists, anecdotal records, ISTAR baseline scores and permanent product. Examples of summative assessments include ISTAR summary reports and portfolios. Student portfolios are collections of student work and assessments used to illustrate current levels of performance across areas of curriculum. Examples of materials contained within student portfolios may include, but are not limited to, academic worksheets, handwriting samples, examples of cutting and coloring along with task analyses and anecdotal data. Each student's portfolio should contain dated pieces from the beginning, middle and the end of each school year indicating level of independence.
Focus of English/Language Arts within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life 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 and 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, strategies and applications

Early Childhood (Ages 3-5)
- Looks at a book turning one page at a time.
- Identifies five common signs and symbols
- Recognizes pictures of familiar people, places, and things.
- Use 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

Primary (Grades K-2)
- 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 and last] name, age, and gender upon request

Intermediate (Grades 3-5)
- Recognize and name all capital and lowercase letters of the alphabet
- Read one-syllable and high-frequency (often-heard) words by sight.
- 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
Middle School (Grades 6-8)
- 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

High School (Grades 9+)
- 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

**Level:** Early Childhood (ages 3-5)

## Standard 1

**READING: Word Recognition, Fluency, and Vocabulary Development**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B1.1  Track movement | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling  
- Sorting and matching | - Bubbles, balloons & tracking tubes  
- Language for Learning  
- Interactive Reading Books  
- Language or vocabulary cards  
- Patti King Dubaun series  
- Flannel/magnet/stamp/foam letters & pictures  
- Computer activities  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.icontalk.com](http://www.icontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm)  
- Super Duper Publications  
- Discovery Toys  
- Scholastic Books | - ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal notes  
- Teacher made checklists  
- Product/performance assessed by rubrics, rating scale  
- AIMSWEB  
- STAR (ProEd) | |
| B.1.12 Visually engage with a book | | | |
| B.1.14 Match pictures to actual objects | | | |
| B.1.16 Point to a letter when asked to "Point to a letter" | | | |
| B.1.17 Actively attend to things that an adult is showing | | | |
| F.1.2 Turn one page at a time | | | |
| F.1.4 Hold book right side up, looking at the pages and pictures | | | |
| F.1.30 Identify five common signs and symbols | | | |
| F.1.38 Requests adult to read printed information | | | |

**Best Practice Instructional Strategies:**
- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Sorting and matching

**Possible Materials and Resources:**
- Bubbles, balloons & tracking tubes
- Language for Learning
- Interactive Reading Books
- Language or vocabulary cards
- Patti King Dubaun series
- Flannel/magnet/stamp/foam letters & pictures
- Computer activities
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm)
- Super Duper Publications
- Discovery Toys
- Scholastic Books

**Possible Assessment Tools:**
- ABLLS
- ISTAR
- Daily data sheets
- Anecdotal notes
- Teacher made checklists
- Product/performance assessed by rubrics, rating scale
- AIMSWEB
- STAR (ProEd)
## Standard 2
### READING: Comprehension and Analysis of Nonfiction and Informational Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.1.19 Find named pictures or textures in a book | • Errorless Teaching  
• 1-on-1 instruction  
• Small group  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated practice  
• Modeling | • Language for Learning  
• Read and Tell series  
• Interactive Reading Books  
• Board Maker  
• Picture This software  
• Photo albums  
• Digital photos  
• Computer activities  
• [www.communicationsymbols.com](http://www.communicationsymbols.com)  
• [www.picsearch.com](http://www.picsearch.com)  
• [www.icontalk.com](http://www.icontalk.com)  
• [www.tinsnips.org](http://www.tinsnips.org)  
• [www.do2learn.com](http://www.do2learn.com)  
• [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
• [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) | Formative:  
• ABLLS  
• ISTAR  
• Daily data sheets  
• Anecdotal notes  
• Teacher made checklists  
• Product/performance assessed by rubrics, rating scale  
• STAR (ProEd)  
Summative:  
• ABLLS  
• ISTAR  
• Portfolio  
• STAR (ProEd) | | |
| B.1.2 Recognize pictures of family members | | | | |
| B.1.22 Names action from pictures or a story | | | | |

## Standard 3
### READING: Comprehension and Analysis of Literary Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.1.24 Recognize a favorite character | • Errorless Teaching  
• 1-on-1 instruction  
• Small group  
• Reinforcement  
• Cueing  
• Prompting  
| • Do-Watch-Listen-Say  
• Interactive Reading Books  
• Puppets  
• Dress up clothes  
| Formative:  
• ABLLS  
• ISTAR  
• Daily data sheets  
• Anecdotal notes  
• Teacher made | | |
| B.1.25 Pretend to do something or be someone | | | | |
| | | | | |
### Standard 4  
**WRITING: Writing Processes and Concepts**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.2.6 Use symbols or objects to communicate | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Picture exchange system  
- Visual schedules, individual and classroom  
- Choice boards  
- Adapted story books with picture symbols/objects  
- Modeling | - PECS materials  
- Sign language  
- AT devices  
- Mayer Johnson picture symbols  
- Picture This software  
- Picture It software  
- Visual Strategies for Including Communication  
- Handwriting without Tears  
- Magnadoodle  
- Squiggle Writer pen  
- Sensible Pencil  
- Templates  
- Art Easel  
- Slant boards  
- Raised line paper  
- Boarder defined paper  
- Pencil grippers | - ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal notes  
- Teacher made checklists | **Formative:**  
- ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal notes  
- Teacher made checklists  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd)  
**Summative:**  
- ABLLS  
- ISTAR  
- Portfolio  
- STAR (ProEd)  
**Teacher Notes:**  

- PECS materials  
- Sign language  
- AT devices  
- Mayer Johnson picture symbols  
- Picture This software  
- Picture It software  
- Visual Strategies for Including Communication  
- Handwriting without Tears  
- Magnadoodle  
- Squiggle Writer pen  
- Sensible Pencil  
- Templates  
- Art Easel  
- Slant boards  
- Raised line paper  
- Boarder defined paper  
- Pencil grippers  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd)
Standard 5
WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.2.13 Attempt to write and draw | Errorless Teaching  
1-on-1 instruction  
Small group  
Reinforcement  
Cueing  
Prompting  
Repeated practice  
Painting at easel  
Variety of writing utensils  
Modeling | Handwriting without Tears  
Magnadoodle  
Squiggle Writer pen  
Sensible Pencil  
Templates  
Art Easel  
Slant boards  
Raised line paper  
Boader defined paper  
Pencil grippers  
Sand tray  
Shaving cream writing  
Computer touch window  
www.communicationsymbols.com  
www.picsearch.com | ABLLS  
ISTAR  
Daily data sheets  
Anecdotal notes  
Teacher made checklists  
Product/performance assessed by rubrics, rating scale  
STAR (ProEd) | |

Possible Assessment Tools:
- Formative:
  - ABLLS
  - ISTAR
  - Daily data sheets
  - Anecdotal notes
  - Teacher made checklists
  - Product/performance assessed by rubrics, rating scale
  - STAR (ProEd)
- Summative:
  - ABLLS
  - ISTAR
  - Portfolio
**Standard 6**  
**WRITING: Written English Language Conventions**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.2.16 Make marks with writing tools | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling | - Handwriting without Tears  
- Magnadoodle  
- Squiggle Writer pen  
- Sensible Pencil  
- Templates  
- Art Easel  
- Slant boards  
- Raised line paper  
- Boarder defined paper  
- Pencil grippers  
- Sand tray  
- Shaving cream writing  
- Computer touch window  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.icontalk.com](http://www.icontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) | Formative:  
- ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal notes  
- Teacher made checklists  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd) | |
| B.2.17 Mark on paper rather than other surfaces | | | Summative:  
- ABLLS  
- ISTAR  
- Portfolio  
- STAR (ProEd) | |

**Teacher Notes:**
<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3.3. Respond to arrival of a familiar person B.3.6 Imitate one-word vocalizations B.3.10 Engage in turn-taking vocalizations when prompted B.3.14 Shift attention along with communication partner B.3.15 Use action words B.3.16 Actively attend to things adult is showing B.3.19 Use two-word vocalizations, signs, symbols, or gestures to tell about objects and events in the present F.7.3 Stay with adult directed interactive activity or story for 10-15 minutes F.7.17 Initiate turn taking in play F.7.21 Engage in reciprocal conversations for two exchanges F.7.39 Give first name, upon request</td>
<td>• Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Picture exchange system • Play skills • Modeling • Effective classroom management strategies</td>
<td>• Language for Learning • PECS • Do-Watch-Listen-Say • Timers • Board Maker • DAP toys • Echo microphone • Picture This software • Tape recorder • Language Master • <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a> • <a href="http://www.picsearch.com">www.picsearch.com</a> • <a href="http://www.icontalk.com">www.icontalk.com</a> • <a href="http://www.tinsnips.org">www.tinsnips.org</a> • <a href="http://www.do2learn.com">www.do2learn.com</a> • <a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a> • <a href="http://www.dodea.edu/instruction/curriculum/special_ed/index.htm">www.dodea.edu/instruction/curriculum/special_ed/index.htm</a> • Super Duper Publications • Linguisystems, Inc.</td>
<td>Formative: • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubric, rating scale • STAR (ProEd) Summative: • ABLLS • ISTAR • Portfolio • STAR (ProEd)</td>
<td></td>
</tr>
</tbody>
</table>
## English/Language Arts

**Level:** Primary (grades K-2)

### Standard 1

**READING: Word Recognition, Fluency, and Vocabulary Development**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.1.24 Match the sound that begins own name with the sound that begins another word or name | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • Dolch Workbooks I & II by Spectrum  
• www.starfall.com  
• www.enchantedlearning.com (subscription needed)  
• www.readinga-z.com/ (subscription needed)  
• www.news-2-you.com (subscription necessary)  
• picture cards  
• Vital Words workbook  
• Language Master & cards  
• Survival words (BINGO, activity cards, software) by PCI  
• Just for Me Readiness Skills  
• Word Bank Thematic Flipbooks  
• www.speechfun.com  
• Interactive Big Books (Thinking Publications)  
• Who, Why, What, Where, When Bear Books (LinguiSystems)  
• I Can Read Game (Lakeshore)  
• ABSeas Game-Letter Identification (Discovery) | • Anecdotal records  
• Teacher observation (teacher-made checklists)  
• ISTAR  
• Permanent product | |
| F.1.35 Name objects from picture books | | | Summative:  
• ISTAR  
• portfolios | |
| F.1.39 Talk about action pictures of family, pets, or self | | | | |
| K.1.1 Identify the front cover, back cover, and title page of a book. | | | | |
| K.1.2 Follow words from left to right and from top to bottom on the printed page. | | | | |
| K.1.6 Recognize and name all letters of first name | | | | |
| K.1.17 Read their own names. | | | | |
### Standard 2

**READING: Comprehension and Analysis of Nonfiction and Informational Text**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.2 Actively look for or keep attending to things and adult points to, shows, or talks about | 1:1 instruction  
small group instruction  
reinforcement  
cueing  
prompting  
repeated practice | www.news-2-you.com  
File folder games  
flashcards  
Twig Books (The Wright Group)  
The Original Social Stories Book  
The New Social Stories Book  
SRA Language for Learning | Anecdotal records  
Teacher observation (teacher-made checklists)  
ISTAR  
Permanent product | |
| F.3.17 Identify a location where he/she is going or has been | |

**Possible Assessment Tools:**
- Formative:
  - Anecdotal records
  - Teacher observation (teacher-made checklists)
  - ISTAR
  - Permanent product

**Summative:**
- ISTAR
- Portfolios
### Standard 3
#### READING: Comprehension and Analysis of Literary Text

**Indicator(s):**
- B.1.20 Anticipate actions, sounds, or phrases from a predictable story
- F.2.1 Identify a favorite story
- F.2.5 Tell one thing that happens in a familiar story
- F.3.7 Tells something that a favorite character does in a story
- F.3.16 Act out familiar scripted events and routines
- F.3.20 Identifies two characters that interact in a story

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice

**Possible Materials and Resources:**
- Read and Understand Stories and Activities (Evan Moore)
- The Original Social Stories Book
- The New Social Stories Book
- www.starfall.com
- Hands On Reading I, II & III (Mayer-Johnson)
- Reading Milestones
- SRA Language for Learning

**Possible Assessment Tools:**
- Formative:
  - Anecdotal records
  - Teacher observation (teacher-made checklists)
  - ISTAR
  - Permanent product

**Teacher Notes:**

### Standard 4
#### WRITING: Writing Processes and Concepts

**Indicator(s):**
- 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.

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- word processing

**Possible Materials and Resources:**
- PixWriter
- Writing with Symbols
- IntelliTalk/IntelliKeys
- Classroom Suite

**Possible Assessment Tools:**
- Formative:
  - Anecdotal records
  - Teacher observation (teacher-made checklists)
  - ISTAR
  - Permanent product

**Teacher Notes:**

**Summative:**
- ISTAR
- portfolios
## Standard 5
**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.5.7 Use writing or symbols to share an idea with someone | - 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- word processing | - PixWriter  
- Writing with Symbols  
- IntelliTalk/IntelliKeys  
- Classroom Suite  
- sentence strips | Formative:  
- Anecdotal records  
- Teacher observation (teacher-made checklists)  
- ISTAR  
- Permanent product  

Summative:  
- ISTAR  
- portfolios | |

---

## Standard 6
**WRITING: Written English Language Conventions**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.2.18 Imitate drawing a vertical line  
B.2.19 Imitate drawing a horizontal line  
B.2.20 Imitate drawing a circle | - 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- word processing | - Handwriting Without Tears  
- Pencil grips  
- Raised-line paper  
- dry erase boards/markers  
- tactile letter writing (sand, shaving cream, pudding)  
- slant board  
- Sensible Pencil  
- sentence strips | Formative:  
- Anecdotal records  
- Teacher observation (teacher-made checklists)  
- ISTAR  
- Permanent product  

Summative:  
- ISTAR  
- portfolios | |
## Standard 7
### LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3.12 Jointly attend to pictures in books for several minutes</td>
<td>1:1 instruction</td>
<td>flashcards</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>F.7.4 Follow one-step spoken directions with prompts</td>
<td>small group instruction</td>
<td>personal information</td>
<td>• Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>F.7.21 Engage in reciprocal conversations for two or three exchanges</td>
<td>reinforcement</td>
<td>Following directions (Frank Shaffer)</td>
<td>• Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>F.7.39 Give [first and last] name, age, and gender upon request</td>
<td>cueing</td>
<td>SRA Language for Learning</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td></td>
<td>• Permanent product</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
</tbody>
</table>

Possible Assessment Tools:
- Formative:
  - Anecdotal records
  - Teacher observation (teacher-made checklists)
- Summative:
  - ISTAR
  - Portfolios

Teacher Notes:
# English/Language Arts

**Level:** Intermediate (grades 3-5)

## Standard 1

**READING: Word Recognition, Fluency, and Vocabulary Development**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1.33</td>
<td>Match upper to lower case letters</td>
<td>Phonics workbooks (DLM)</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>K.1.5</td>
<td>Distinguish letters from words.</td>
<td>Edmark Functional Words Series (Signs Around You)</td>
<td>• anecdotal records</td>
<td></td>
</tr>
<tr>
<td>K.1.6</td>
<td>Recognize and name all capital and lowercase letters of the alphabet.</td>
<td>Teacher’s Helper Magazine</td>
<td>• checklists (teacher checklists)</td>
<td></td>
</tr>
<tr>
<td>K.1.9</td>
<td>Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.</td>
<td>Dolch Workbooks I &amp; II</td>
<td>• permanent product</td>
<td></td>
</tr>
<tr>
<td>K.1.15</td>
<td>Read one-syllable and high-frequency (often-heard) words by sight.</td>
<td>Sight Words Reading Game (Scholastic)</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>Match [one-syllable and high frequency] oral words to printed words.</td>
<td>picture cards</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>file folder</td>
<td>• portfolios</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simon Sounds It Out (Don Johnston)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I Can Build Simple Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survival words (BINGO, activity cards, software) by PCI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theme-Based Phonics (McGraw-Hill)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print’n learn thematic units (Mayer-Johnson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alphabet Boxes (Lakeshore)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.readingATOZ.com">www.readingATOZ.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Standard 2

## READING: Comprehension and Analysis of Nonfiction and Informational Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.21 Recall if something truly happened | ● 1:1 instruction  
 ● small group instruction  
 ● reinforcement  
 ● cueing  
 ● prompting  
 ● repeated practice | ● www.news-2-you.com  
 ● File folder games  
 ● Twig Books (The Wright Group)  
 ● flashcards  
 ● The Original Social Stories Book  
 ● The New Social Stories Book | Formative:  
 ● anecdotal records  
 ● checklists (teacher checklists)  
 ● permanent product  
 ● ISTAR | |
| K.2.1 Locate the title and the name of the author of a book. | | | Summative:  
 ● ISTAR  
 ● portfolios | |
| K.2.3 Generate and respond to questions (who, what, where). | | | |
| K.2.4 Identify types of everyday print materials. | | | |
| K.2.5 Identify the order (first, last) of information. | | | |

## Standard 3

## READING: Comprehension and Analysis of Literary Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.13 Talk about the cover of the book and illustrations prior to story being read | ● 1:1 instruction  
 ● small group instruction  
 ● reinforcement  
 ● cueing  
 ● prompting  
 ● repeated practice | ● Read and Understand Stories and Activities (Evan Moore)  
 ● The Original Social Stories Book  
 ● The New Social Stories Book  
 ● www.starfall.com  
 ● Hands On Reading I, II & III (Mayer-Johnson)  
 ● Reading Milestones | Formative:  
 ● anecdotal records  
 ● checklists (teacher checklists)  
 ● permanent product  
 ● ISTAR | |
| F.3.14 Request or select a story by the title | | | Summative:  
 ● ISTAR  
 ● portfolios | |
| F.2.8 Identify the beginning, and end of a story | | | |
| F.3.8 Identifies the place pictured in a book | | | |
| F.3.20 Identify two characters that interact in a story | | | |
### Standard 4
**WRITING: Writing Processes and Concepts**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.4.12</td>
<td>1:1 instruction</td>
<td>PixWriter</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group instruction</td>
<td>Writing with Symbols</td>
<td>anecdotals records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td>IntelliTalk/IntelliKeys</td>
<td>checklists (teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>Classroom Suite</td>
<td>checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>sentence strips</td>
<td>permanent product</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.5.4</td>
<td>Draw name or a message on a card or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.4.3</td>
<td>Write (or on a computer) using</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pictures, letters, and words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**
- PixWriter
- Writing with Symbols
- IntelliTalk/IntelliKeys
- Classroom Suite
- sentence strips

**Possible Assessment Tools:**
Formative:
- anecdotal records
- checklists (teacher checklists)
- permanent product
- ISTAR

Summative:
- ISTAR
- portfolios

**Teacher Notes:**

### Standard 5
**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.5.1</td>
<td>1:1 instruction</td>
<td>PixWriter</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group instruction</td>
<td>Writing with Symbols</td>
<td>anecdotals records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td>IntelliTalk/IntelliKeys</td>
<td>checklists (teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>Classroom Suite</td>
<td>checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>sentence strips</td>
<td>permanent product</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.5.2</td>
<td>Draw pictures and write for specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>people or persons.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**
- PixWriter
- Writing with Symbols
- IntelliTalk/IntelliKeys
- Classroom Suite
- sentence strips

**Possible Assessment Tools:**
Formative:
- anecdotal records
- checklists (teacher checklists)
- permanent product
- ISTAR

Summative:
- ISTAR
- portfolios

**Teacher Notes:**
## Standard 6
**WRITING: Written English Language Conventions**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.4.5</td>
<td>Draw at the top or bottom of the page when requested</td>
<td>1:1 instruction</td>
<td>Handwriting Without Tears</td>
<td></td>
</tr>
<tr>
<td>F.4.6</td>
<td>Position paper for writing</td>
<td>small group instruction</td>
<td>pencil grips</td>
<td></td>
</tr>
<tr>
<td>F.4.10</td>
<td>Use known letters or approximations of letters to represent written language</td>
<td>reinforcement</td>
<td>Raised-line paper</td>
<td></td>
</tr>
<tr>
<td>F.6.1</td>
<td>Write from left to right</td>
<td>cueing</td>
<td>dry erase boards/markers</td>
<td></td>
</tr>
<tr>
<td>F.6.2</td>
<td>Combine strokes and shapes to represent letters</td>
<td>prompting</td>
<td>tactile letter writing (sand, shaving cream, pudding)</td>
<td></td>
</tr>
<tr>
<td>F.6.6</td>
<td>Write letters in strings</td>
<td>repeated practice</td>
<td>slant board</td>
<td></td>
</tr>
<tr>
<td>F.6.10</td>
<td>Use correct grasp of writing tools</td>
<td>word processing</td>
<td>Sensible Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sentence strips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- anecdotal records</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- checklists (teacher checklists)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- permanent product</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ISTAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- portfolios</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Materials and Resources:
- Handwriting Without Tears
- Pencil grips
- Raised-line paper
- Dry erase boards/markers
- Tactile letter writing (sand, shaving cream, pudding)
- Slant board
- Sensible Pencil
- Sentence strips

### Teacher Notes:
- Anecdotal records
- Checklists (teacher checklists)
- Permanent product
- ISTAR
- Portfolios
## Standard 7
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.7.3 Stay with an adult directed activity or story for 10-15 minutes</td>
<td>1:1 instruction</td>
<td>Flashcards</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>F.7.12 Follows two-steps spoken directions with prompts</td>
<td>small group instruction</td>
<td>personal information</td>
<td>checklists (teacher checklists)</td>
<td></td>
</tr>
<tr>
<td>F.7.40 Give address upon request</td>
<td>reinforcement</td>
<td>Following directions (Frank Shaffer)</td>
<td>permanent product</td>
<td></td>
</tr>
<tr>
<td>K.7.1 Understand and follow one- and two-step spoken directions.</td>
<td>cueing</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# English/Language Arts

**Level:** Middle School (grades 6-8)

## Standard 1

### READING: Word Recognition, Fluency, and Vocabulary Development

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 1.1.2 Identify letters, words, and sentences. | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling | - Reading Milestones  
Reading program  
(Pro Ed)  
Reading A-Z reading program  
http://www.indianastandardsresources.org/  
Explode the Code  
Lakeshore Picture word puzzles  
Lakeshore “I can build simple words”  
Lakeshore beginning sounds picture puzzles  
Phonics Word Search Puzzles (Remedia)  
What’s GNU: 3 letter learning game- (Thinkfun)  
Reading Milestones  
Reading program  
Dolch word lists  
Dolch workbooks 1 & 2  
Reading Milestones  
Reading program  
Flash cards  
Edmark Functional Word Series  
Reading A-Z reading | - Formative:  
Reading Milestones workbooks  
Reading A-Z worksheets  
Anecdotal records  
Documented teacher observation  
Teacher created checklists  
Edmark Functional Word Series assessments  
http://www.indianastandardsresources.org | - Summative:  
ISTAR  
Portfolio  
Eckwall Shanker Reading Inventory |
| 1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points. | | | |
| 1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). | | | |
| 1.1.7 Create and state a series of rhyming words. | | | |
| 1.1.11 Read common sight words (words that are often seen and heard). | | | |
| 1.1.16 Read and understand simple compound words (*birthday, anything*) and contractions (*isn’t, aren’t, can’t, won’t*). | | | |
| 1.1.19 Identify and demonstrate meaning of important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols. | | | |
| 2.1.7 Understand common | | | |

HBMSSC Standards-based Life Skills Curriculum
Middle School

| Synonyms (words with the same meaning) and antonyms (words with opposite meanings) |
| 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop). |
| 2.1.11 Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words |
| Program |
| - Steck Vaughn Spelling Series |
| - Reading Milestones Spelling |

### Standard 2

#### READING: Comprehension and Analysis of Nonfiction and Informational Text

| Indicator(s): |
| K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content. |
| K.2.3 Generate and respond to questions (*who, what, where [and why]*). |
| 1.2.4 Follow one-step written instructions. |

#### Best Practice Instructional Strategies:

- Reading Milestones Reading program
- Super Duper fun decks
- Synonyms
- Opposites
- Sequencing
- Early Opposites magnate board

#### Possible Materials and Resources:

- Reading Milestones workbooks
- Reading A-Z worksheets
- Anecdotal records
- Documented teacher observation
- Teacher created checklists
- Edmark Functional Word Series assessments
- [http://www.indianastandardsresources.org](http://www.indianastandardsresources.org)

#### Formative:

- ISTAR
- Portfolio
- Eckwall Shanker Reading Inventory

#### Teacher Notes:
### Standard 3
READING: Comprehension and Analysis of Literary Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Formative:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. | • Reading Milestones Reading program  
• Reading A-Z reading program  
• Read and Understand Stories and Activities (Evan Moor)  
• Who, What, Why Activity Book (Mayer Johnson) | • Reading Milestones workbooks  
• Reading A-Z worksheets  
• Anecdotal records  
• Documented teacher observation  
• Teacher created checklists  
• Edmark Functional Word Series assessments  
• [http://www.indianastandardsresources.org](http://www.indianastandardsresources.org) | • ISTAR  
• Portfolio  
• Eckwall Shanker Reading Inventory |                           |
### Standard 4
**WRITING: Writing Processes and Concepts**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Formative:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.2</td>
<td>Use various organizational strategies to plan writing.</td>
<td>• Writing with symbols&lt;br&gt;• Write out loud&lt;br&gt;• Kidspiration&lt;br&gt;• Steck-Vaughn Spelling Series</td>
<td>• Anecdotal records&lt;br&gt;• Documented teacher observation&lt;br&gt;• Teacher created checklists&lt;br&gt;• <a href="http://www.indianastandardsresources.org">http://www.indianastandardsresources.org</a></td>
<td></td>
</tr>
<tr>
<td>1.4.3</td>
<td>Revise writing for others to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.5</td>
<td>Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.5</td>
<td>Use a computer to draft, revise, and publish writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard 5
**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Formative:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.5</td>
<td>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.</td>
<td>• Build a Sentence (game)</td>
<td>• Anecdotal records&lt;br&gt;• Documented teacher observation&lt;br&gt;• Teacher created checklists&lt;br&gt;• <a href="http://www.indianastandardsresources.org">http://www.indianastandardsresources.org</a></td>
<td></td>
</tr>
<tr>
<td>2.5.3</td>
<td>Write dictate or use computer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Middle School

- computer a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>WRITING: Written English Language Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator(s):</td>
<td>Best Practice Instructional Strategies:</td>
</tr>
<tr>
<td>1.6.1 Print legibly and space letters, words, and sentences appropriately.</td>
<td>• Write about events of the day</td>
</tr>
<tr>
<td>1.6.2 Write in complete sentences</td>
<td>• Plan lunch menu</td>
</tr>
<tr>
<td>1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?), at the end of sentences.</td>
<td>Possible Materials and Resources:</td>
</tr>
<tr>
<td>1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.</td>
<td>• Handwriting without Tears</td>
</tr>
<tr>
<td></td>
<td>• White board/dry erase markers</td>
</tr>
<tr>
<td></td>
<td>• Lined paper</td>
</tr>
<tr>
<td></td>
<td>• Write a Super Sentence (Evan Moor)</td>
</tr>
<tr>
<td></td>
<td>• Easy Sentence Writing (Remedia)</td>
</tr>
<tr>
<td>Formative:</td>
<td>Teacher Notes:</td>
</tr>
<tr>
<td>• Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>• Documented teacher observation</td>
<td></td>
</tr>
<tr>
<td>• Teacher created checklists</td>
<td></td>
</tr>
<tr>
<td>• <a href="http://www.indianastandardsresources.org">http://www.indianastandardsresources.org</a></td>
<td></td>
</tr>
<tr>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>• Portfolio</td>
<td></td>
</tr>
<tr>
<td>Indicator(s):</td>
<td>Best Practice Instructional Strategies:</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| K.7.2 Share information and ideas, speaking complete, coherent sentences. 1.7.1 Listen attentively 1.7.2 Ask questions for clarification and understanding 1.7.3 Give, restate, and follow simple two-step directions. 1.7.8 Relate an important life event or personal experience in a simple sentence. | **Above resources** | • Anecdotal records  
• Documented teacher observation  
• Teacher created checklists  
• [http://www.indianastandardsresources.org](http://www.indianastandardsresources.org) | **ISTAR**  
• Portfolio | **Anecdotal records**  
• Documented teacher observation  
• Teacher created checklists  
• [http://www.indianastandardsresources.org](http://www.indianastandardsresources.org) | **ISTAR**  
• Portfolio |
# English/Language Arts

**Level:** High School (grades 9-12)

## Standard 1

**READING:** Word Recognition, Fluency, and Vocabulary Development

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| K.1.19        | Learn and apply knowledge of alphabetical order (first letter) | 1:1 instruction | Edmark Functional Sign Program | Formative:  
| 1.1.19        | Identify important workplace and environmental signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols. | Small Group Instruction | SRA Reading Program |  
|               | Demonstrates an awareness of the sounds that are made by different letters by: | Reinforcement | News-2-You ([www.news-2-you.com](http://www.news-2-you.com)) |  
|               | • distinguish beginning, and ending sounds in words. | Cueing | Picture Cards |  
|               | • clearly pronouncing blends and vowel sounds. | Prompting | Survival Word Cards |  
| 2.1.4         | Recognize common abbreviations (Jan., Fri.). | Repeated Practice | Letters, Signs, Calendars |  
| 2.1.1         | Identify simple multiple-meaning words (change, duck can, board, and cap). | Community Based Instruction | Community Signs |  
| 4.1.2         | Apply knowledge of synonyms (words with the same meaning), antonyms | | [www.speakingofspeech.com](http://www.speakingofspeech.com) |  
|               | | | [www.tampareads.com](http://www.tampareads.com) |  
|               | | | [www.starfall.com](http://www.starfall.com) |  
|               | | | Books, menus, newspapers, schedules |  
|               | | | Recipes |  
|               | | | Bailey’s Book House Software (available from AT Library) |  
|               | | | Edmark Let's Go Read Software (available from AT Library) |  
|               | | | TLC Writing Tools Series (available from AT Library) |  
|               | | | Don Johnston Word Maker Software (available from AT Library) |  
|               | | | Reading Blaster Software (available from AT Library) |  
|               | | | [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments) |  
|               | | |  |  

**Teacher Notes:**
High School

| (words with opposite meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases. | • [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) |
## Standard 2
**READING: Comprehension and Analysis of Nonfiction and Informational Text**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.3</td>
<td>1.1:1 instruction</td>
<td>Books, Newspapers, Menus,</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedules, Magazines,</td>
<td>- Anecdotal Records</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Websites, E-mails</td>
<td>- Teacher Checklists</td>
<td></td>
</tr>
<tr>
<td>1.2.7</td>
<td>1.1:1 instruction</td>
<td>Checklists</td>
<td>- Permanent Product</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>News-2-You (<a href="http://www.news-2-you.com">www.news-2-you.com</a>)</td>
<td>with rubric</td>
<td></td>
</tr>
<tr>
<td>2.2.2</td>
<td>1.1:1 instruction</td>
<td>Recipes</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product Directions</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Stories</td>
<td>- Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clicker Software and books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Available from AT Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.7</td>
<td>1.1:1 instruction</td>
<td>How to Read for Everyday</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living – CD rom and Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.9</td>
<td>1.1:1 instruction</td>
<td>Guide (available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.9</td>
<td>1.1:1 instruction</td>
<td><a href="http://www.lessonlocator.org">www.lessonlocator.org</a> (Indiana Academic Standards based lesson plans and assessments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2.1</td>
<td>1.1:1 instruction</td>
<td><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (online streaming videos – requires a subscription)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Best Practice Instructional Strategies:**
- 1:1 instruction
- Small Group Instruction
- Reinforcement
- Cueing
- Prompting
- Repeated Practice
- Community Based Instruction

**Possible Materials and Resources:**
- Books, Newspapers, Menus, Schedules, Magazines, Websites, E-mails
- Checklists
- News-2-You (www.news-2-you.com)
- Recipes
- Product Directions
- Social Stories
- Clicker Software and books (Available from AT Library)
- How to Read for Everyday Living – CD rom and Instructor Guide (available from Transition Library)
- www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments)
- www.unitedstreaming.com (online streaming videos – requires a subscription)

**Possible Assessment Tools:**
- Formative:
  - Anecdotal Records
  - Teacher Checklists
  - Permanent Product with rubric
- Summative:
  - ISTAR
  - Portfolio

**Teacher Notes:**

# Standard 3

## READING: Comprehension and Analysis of Literary Text

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.5 Confirm predictions about what will happen next in a story.</td>
<td>1:1 instruction</td>
<td>Books</td>
<td>Formative:</td>
<td>Anecdotal Records</td>
</tr>
<tr>
<td>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.</td>
<td>Small Group Instruction</td>
<td>Reading Milestones</td>
<td>Teacher Checklists</td>
<td></td>
</tr>
<tr>
<td>6.3.8 Critique the believability of characters and a plot</td>
<td>Reinforcement</td>
<td>SRA Reading Program</td>
<td>Permanent Product with rubric</td>
<td></td>
</tr>
<tr>
<td>6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.</td>
<td>Cueing</td>
<td>Audio books</td>
<td>Summative</td>
<td>ISTAR</td>
</tr>
<tr>
<td></td>
<td>Prompting</td>
<td>Edcon’s Bring the Classics to Life</td>
<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>Repeated Practice</td>
<td><a href="http://www.starfall.com">www.starfall.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Based Instruction</td>
<td><a href="http://www.scholastic.com">www.scholastic.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.edhelper.com">www.edhelper.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(subscription required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.atozreading.com">www.atozreading.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(subscription required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Way Website – Carl’s Corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.brainpop.com">www.brainpop.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.ezschool.com">www.ezschool.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.abcteach.com">www.abcteach.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reader Rabbit Interactive Storybooks Software (available from AT Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animated storybooks Software (available from AT Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach Me Language (Available from Autism resource Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.lessonlocator.org">www.lessonlocator.org</a> (Indiana Academic Standards based lesson plans and assessments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (online streaming videos – requires a subscription)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Standard 4
## WRITING: Writing Processes and Concepts

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail | • 1:1 instruction  
• Small Group Instruction  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Graphic Organizers | • Computer  
• Word Prediction Software  
• Intellikeys  
• Teach Me Language  
• [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
• [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
• Anecdotal Records  
• Teacher Checklists  
• Permanent Product with rubric  
Summative  
• ISTAR  
• Portfolio | |
| 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. | | | | |
## Standard 5
**WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 1.5.1 Write brief narratives describing an experience. | - 1:1 instruction  
- Small Group Instruction  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated Practice  
- Community Based Instruction  
- Graphic Organizers | - Computer  
- Word Prediction Software  
- Intellikeys  
- Story Starters  
- E-mails  
- [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
- [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
- Anecdotal Records  
- Teacher Checklists  
- Permanent Product with rubric | |
| 1.5.2 Write a brief expository (informational) description of a real object, person, place, or event using sensory details. | | | Summative  
- ISTAR  
- Portfolio | |
| 2.5.3 Write a friendly letter complete with the date, salutation (greeting such as Dear Mrs. Smith), body, closing, and signature. | | | | |
| 2.5.7 Write responses to literature that demonstrate an understanding of what is read. | | | | |

---

## Standard 6
**WRITING: Written English Language Conventions**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is.) | - 1:1 instruction  
- Small Group Instruction  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated Practice | - SRA Reading  
- Letters  
- Phonebooks, Dictionaries, Library  
- Online Card Catalog  
- Filing  
- Rolodex  
- Remedia Phonebooks and Directories | Formative:  
- Anecdotal Records  
- Teacher Checklists  
- Permanent Product with rubric | |
| 3.6.6 Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses | | | Summative  
- ISTAR | |

---

HSBSSC Standards-based Life Skills Curriculum
### Standard 7

**LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 2.7.2 Ask for clarification and explanation of ideas and directions. | • 1:1 instruction  
• Small Group Instruction  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Direct Instruction | • Laureate Following Directions Software (available from AT Library)  
• www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments)  
• www.unitedstreaming.com (online streaming videos – requires a subscription) | • Formative:  
• Anecdotal Records  
• Teacher Checklists  
• Permanent Product with rubric  
• Summative:  
• ISTAR  
• Portfolio | |
Focus of Mathematics within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life 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)
- 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

Primary (Grades K-2)
- Count a number of objects up to 12
- Match number symbols with amounts 12
- Apply one-to-one correspondence with objects and people
- Reproduce simple AB patterns of concrete objects
- Sorts 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

Intermediate (Grades 3-5)
- Identifies 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 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
Middle School (Grades 6-8)
- 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 (for any two 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 and specify their locations
- Make direct comparisons of length, capacity, weight, temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, 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

High School (Grades 9+)
- 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

**Level:** Early Childhood (ages 3-5)

## Standard 1
### Number Sense

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.1</td>
<td>Repeats a movement like a thump or a clap</td>
<td>- Errorless Teaching</td>
<td>- Rhythm band instruments</td>
<td>Formative:</td>
</tr>
<tr>
<td>B.1.10</td>
<td>Touch in sequence, one at a time</td>
<td>- 1-on-1 instruction</td>
<td>- Songs and rhymes</td>
<td>- Teacher made</td>
</tr>
<tr>
<td>B.1.11</td>
<td>Use fingers to show how many or age of self</td>
<td>- Small group</td>
<td>- Magnetic numerals</td>
<td>- checklists</td>
</tr>
<tr>
<td>B.1.14</td>
<td>Match like numerals</td>
<td>- Reinforcement</td>
<td>- Number Sound Puzzle</td>
<td>- Daily data</td>
</tr>
<tr>
<td>B.1.15</td>
<td>Give 1 object when asked</td>
<td>- Cueing</td>
<td>- Manipulative</td>
<td>- sheets</td>
</tr>
<tr>
<td>B.1.20</td>
<td>Share a set of 2 with a friend</td>
<td>- Prompting</td>
<td>- Calendar activities</td>
<td>- Anecdotal</td>
</tr>
<tr>
<td>F.1.8</td>
<td>Rote counts to 5</td>
<td>- Repeated practice</td>
<td>- Snack items</td>
<td>- records</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Modeling</td>
<td>- Flannel board/magnet numbers and pictures</td>
<td>- AIMSWEB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Counting songs and rhymes</td>
<td>- Sensory materials/play dough etc.</td>
<td>- STAR (ProEd)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- DAP toys</td>
<td>- Board games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sensory materials/play dough etc.</td>
<td>- Computer games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Counting songs and rhymes</td>
<td>- DAP toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calendar activities</td>
<td>- Sensory materials/play dough etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Snack items</td>
<td>- Board games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Flannel board/magnet numbers and pictures</td>
<td>- Computer games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Counting songs and rhymes</td>
<td>- DAP toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calendar activities</td>
<td>- Sensory materials/play dough etc.</td>
<td>- AIMSWEB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Snack items</td>
<td>- Board games</td>
<td>- STAR (ProEd)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Flannel board/magnet numbers and pictures</td>
<td>- Computer games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Counting songs and rhymes</td>
<td>- DAP toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calendar activities</td>
<td>- Sensory materials/play dough etc.</td>
<td>- AIMSWEB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Snack items</td>
<td>- Board games</td>
<td>- STAR (ProEd)</td>
</tr>
</tbody>
</table>

**Possible Assessment Tools:**
- Formative:
  - Teacher made checklists
  - Daily data sheets
  - Anecdotal records
  - AIMSWEB
  - STAR (ProEd)

- Summative:
  - ISTAR
  - ABLSS
  - Portfolio
  - AIMSWEB
  - STAR (ProEd)
### Standard 2
#### Computation

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.5</td>
<td>Take away an object when asked</td>
<td>• Choice board</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>B.2.6</td>
<td>Show something that was received</td>
<td>• Manipulatives</td>
<td>• Teacher made checklists</td>
<td></td>
</tr>
<tr>
<td>B.2.1</td>
<td>Select the preferred item when given two choices</td>
<td>• Objects/toys</td>
<td>• Daily data sheets</td>
<td></td>
</tr>
<tr>
<td>B.2.12</td>
<td>Give &quot;more&quot; when asked [with prompt]</td>
<td>• Match and Sort (Different Roads to Learning)</td>
<td>• Ancedotal records</td>
<td></td>
</tr>
<tr>
<td>B.2.19</td>
<td>Line up objects</td>
<td>• Play food sets (McDonalds, Dairy Queen, Subway, etc.)</td>
<td>• STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td>B.2.14</td>
<td>Feed pieces of food to another person, pet or plaything;</td>
<td>• Snack items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2.15</td>
<td>Move objects one at a time from one group or container to another</td>
<td>• Sensory materials (buckets, scoops)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Flannel board/magnet pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.icontalk.com">www.icontalk.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.tinsnips.org">www.tinsnips.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.do2learn.com">www.do2learn.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.dodea.edu/instruction/curriculum/special_ed/index.htm">www.dodea.edu/instruction/curriculum/special_ed/index.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard 3
#### Algebra and Functions

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.3.4</td>
<td>Clap hands and waves bye if prompted</td>
<td>• Manipulatives</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>B.3.10</td>
<td>Put things in order</td>
<td>• Story cards</td>
<td>• Teacher made checklists</td>
<td></td>
</tr>
<tr>
<td>B.3.12</td>
<td>Claim objects as &quot;mine&quot;</td>
<td>• DAP toys</td>
<td>• Daily data sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal belongings</td>
<td>• Ancedotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td>• STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 4
### Geometry

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.4.9 Identify 3 body parts | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling  
- Sorting and matching | - DAP toys  
- Mirror  
- Obstacle course  
- Shape & color coaster  
- Wooden beads  
- Colored cubes  
- Containers  
- Shape sorter  
- Lacing card  
- Colorama game (Integrations)  
- Triple Try (Integrations)  
- Easel  
- Doodle board  
- www.communicationsymbols.com  
- www.picsearch.com  
- www.icontalk.com  
- www.tinsnips.org  
- www.do2learn.com  
- www.help4teachers.com/tips.htm  
- www.dodea.edu/instruction/curriculum/special_ed/index.htm  
- Nesting cubes/blocks  
- Writing utensils | - Formative:  
- Teacher made checklists  
- Daily data sheets  
- Ancedotal records  
- STAR (ProEd)  
- Summative:  
- ISTAR  
- ABLLS  
- Portfolio  
- STAR (ProEd) |
### Standard 5 Measurement

**Indicator(s):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.5.2</td>
<td>Communicate when something is empty or “all gone”</td>
</tr>
<tr>
<td>B.5.13</td>
<td>Distinguish big and little</td>
</tr>
<tr>
<td>B.5.14</td>
<td>Make choices based on size</td>
</tr>
<tr>
<td>B.5.15</td>
<td>Identify when objects are similar</td>
</tr>
<tr>
<td>F.5.5</td>
<td>Use cups and tools in sand and water</td>
</tr>
<tr>
<td>F.5.21</td>
<td>Choose between two activities</td>
</tr>
</tbody>
</table>

**Best Practice Instructional Strategies:**

- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Sorting and matching

**Possible Materials and Resources:**

- Water/Sand Table
- Choice board
- Visual/object schedule
- Nesting cubes/blacks/cups
- Big/little sorting sets
- Shape sorters
- Category sorting sets
- Sensory table/materials
- DAP toys
- Computer games
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm

**Possible Assessment Tools:**

**Formative:**

- Teacher made checklists
- Daily data sheets
- Anecdotal records
- STAR (ProEd)

**Summative:**

- ISTAR
- ABLLS
- Portfolio
- STAR (ProEd)

**Teacher Notes:**
## Standard 6
### Problem Solving

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.6.2</td>
<td>Show interest in something out of place, like finding a small object on the carpet</td>
<td>• Errorless Teaching</td>
<td>• Matching/sorting sets</td>
<td>Formative:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 1-on-1 instruction</td>
<td>• “How Do I Feel” interactive reading book</td>
<td>• Teacher made checklists</td>
</tr>
<tr>
<td>B.6.6</td>
<td>Indicate a need</td>
<td>• Small group</td>
<td>• Picture/object schedule/board</td>
<td>• Daily data sheets</td>
</tr>
<tr>
<td>B.6.15</td>
<td>Anticipate and navigate around environmental barriers</td>
<td>• Reinforcement</td>
<td>• Communication board</td>
<td>• Anecdotal records</td>
</tr>
<tr>
<td>B.6.20</td>
<td>Take simple objects apart</td>
<td>• Cueing</td>
<td>• Puzzles</td>
<td>• STAR (ProEd)</td>
</tr>
<tr>
<td>B.6.22</td>
<td>Complete an inset puzzle of 3 or more pieces</td>
<td>• Prompting</td>
<td>• Fold Up Play tunnel</td>
<td>Summative:</td>
</tr>
<tr>
<td>B.6.25</td>
<td>Communicate disappointment</td>
<td>• Repeated practice</td>
<td>• Shape sorter</td>
<td>• ISTAR</td>
</tr>
<tr>
<td>F.6.1</td>
<td>Identifies single attributes of objects by size, shape, or color</td>
<td>• Modeling</td>
<td>• Simple construction set</td>
<td>• ABLLS</td>
</tr>
<tr>
<td>F.6.5</td>
<td>Find an indirect way to obtain an object</td>
<td>• Sorting and matching</td>
<td>• Obstacle course</td>
<td>• Portfolio</td>
</tr>
<tr>
<td>F.6.19</td>
<td>See a simple task through to completion with prompts</td>
<td></td>
<td>• Playground equipment</td>
<td>• STAR (ProEd)</td>
</tr>
</tbody>
</table>

### Possible Materials and Resources:
- Matching/sorting sets
- “How Do I Feel” interactive reading book
- Picture/object schedule/board
- Communication board
- Puzzles
- Fold Up Play tunnel
- Shape sorter
- Simple construction set
- Obstacle course
- Playground equipment
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm)

### Possible Assessment Tools:
- Formative:
  - Teacher made checklists
  - Daily data sheets
  - Anecdotal records
  - STAR (ProEd)

- Summative:
  - ISTAR
  - ABLLS
  - Portfolio
  - STAR (ProEd)
# Mathematics
Level: Primary (grades K-2)

## Standard 1
### Number Sense

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1.1</td>
<td>Sing and dance to a number song</td>
<td>Manipulatives</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>F.1.2</td>
<td>Count a number of objects up to 12</td>
<td>dry erase boards/markers</td>
<td>Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>F.1.6</td>
<td>Use whole numbers up to 12 to describe objects and experiences</td>
<td>Early Math Skill Builder Box</td>
<td>Work samples</td>
<td></td>
</tr>
<tr>
<td>F.1.10</td>
<td>Rote count to 12</td>
<td>Counting Boxes (Lakeshore)</td>
<td>Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>F.1.11</td>
<td>Give “all” objects when asked</td>
<td>Math Learning Boxes (Lakeshore)</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td>F.1.17</td>
<td>Match number symbols with amounts 12</td>
<td>Counting Animals 110 (Lauri)</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>F.1.18</td>
<td>Apply one-to-one correspondence with objects and people</td>
<td>File Folder Games</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math Centers (Lakeshore)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cookie Sheet Magnetic Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Lakeshore)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peg the Numbers puzzle 110 (Lauri)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Num-bright 120 (Judy/Instructo)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dominoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lakeshore Counting Cakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hi Ho Cherry-O (Golden)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Count ‘N Sort (MacMillan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numbers 120 (3 piece matching puzzle-Frank Schaffer Publications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting puzzles (Lauri)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number play 110 puzzle (Lauri)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dotto-Dot</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math workbooks (Continental Express)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All About Math Photo Library (Lakeshore)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 2
### Computation

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.2.3</td>
<td>Count on fingers</td>
<td>I Can Add and Subtract Math Mats (Lakeshore)</td>
<td>Formative:</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>F.2.6</td>
<td>Make a collection of items smaller by taking away items when asked</td>
<td>Peg It Facts Board (Ideal)</td>
<td>-STAR</td>
<td>-STAR</td>
</tr>
<tr>
<td>F.2.7</td>
<td>Make a collection of items larger by adding items when asked</td>
<td>See and Saw Visual Calculator (PCI)</td>
<td>Summative</td>
<td>-STAR</td>
</tr>
<tr>
<td></td>
<td>1:1 instruction</td>
<td>Instant Learning Center Addition (Lakeshore)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group instruction</td>
<td>Manipulatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td>Continental Math Workbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>Everyday Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>Dominoes, Unifix cubes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td><a href="http://www.themathworksheetsite.com">www.themathworksheetsite.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- computer games
- Uni-fix Blocks
- Touch Math
- Bingo Bears Game (Learning Resources)
- Button Box Math (Ideal)
- 3 Bear Family Sorting Cards (Learning Resources)
- Math Readiness Center (Child Craft)
- Sorting Box Program (Child Craft)
- Play and Learn Math Game (Lakeshore)
- My First Hundreds Board (Jactos)
- Everyday Math
- www.themathworksheetsite.com

- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
### Standard 3
**Algebra and Functions**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.1         | Follow along and imitates patterns of sounds and movement | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • Everyday Math  
• www.themathworksheetsite.com  
• number lines  
• Unifix pattern cards  
• Patterning Bugs  
• manipulatives (counting bears)  
• Bear Attribute Cards (MacMillan)  
• Patterning Cards  
• 3 Bear Family Activity Cards (Learning Resources)  
• Stringing beads  
• Geoboards/Pegboards  
• Hands on Math Center Patterning  
• Creative Color Cubes and Patterns (learning Resources)  
• Workboxes | Formative:  
• Anecdotal records  
• Permanent Product  
• Teacher observation (teacher-made checklists)  
• ISTAR | |
| F.3.3         | Reproduce simple AB patterns of concrete objects | | | |
| F.3.4         | Represent objects / activities by drawing or selecting pictures | | | |
| F.3.10        | Name groups of objects | | | |
| 3.3.7         | Plot and label whole numbers on a number line or grid up to 10. | | | |

### Standard 4
**Geometry**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.4.7         | Sorts a group of objects by more than one way | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • Everyday Math  
• www.themathworksheetsite.com  
• Picture Perfect Design Tiles (Education Insights)  
• Basic Mosaics (Lakeshore)  
• Creative Color Cubes and Patterns (learning Resources) | Formative:  
• Anecdotal records  
• Permanent product  
• Teacher observation (teacher-made checklists)  
• ISTAR | |
| F.4.20        | Complete interlocking puzzle of 8 to 12 pieces | | | |
| F.4.17        | Identify five body parts | | | |

HBMSSC Standards-based Life Skills Curriculum
### Standard 5
#### Measurement

<table>
<thead>
<tr>
<th>Indicator(s)</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.5.2 Follow steps in a simple routine</td>
<td>1:1 instruction</td>
<td>Everyday Math</td>
<td>Formative:</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>F.5.3 Order three objects by size</td>
<td>small group instruction</td>
<td><a href="http://www.themathworksheetsite.com">www.themathworksheetsite.com</a></td>
<td>Permanent product</td>
<td>Permanent product</td>
</tr>
<tr>
<td>F.5.4 Use any descriptive word or gesture to express amount or size</td>
<td>reinforcement</td>
<td>Early Language Concept Kit (Comparing SizesLakeshore)</td>
<td>Teacher observation</td>
<td>Teacher observation (teacher-made checklists)</td>
</tr>
<tr>
<td>F.5.9 Communicate feelings of hot and cold</td>
<td>cueing</td>
<td>Hands on Math Centers</td>
<td>ISTAR</td>
<td>ISTAR</td>
</tr>
<tr>
<td>F.5.14 Relate time to events with pictures and symbols</td>
<td>prompting</td>
<td>PECS symbols</td>
<td>Summative</td>
<td>ISTAR</td>
</tr>
<tr>
<td>F.5.17 Tell what activity comes first and what follows in a sequence</td>
<td>repeated practice</td>
<td>clock (large/individual)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- puzzles (floor, borderless, bordered)
- Body Part Cards
- Early Math Skill Builder Box
- Count 'N Sort Game (MacMillan)
- Button Box Math (Ideal)
- Counting Bears
- Hands on Math Centers (Shape Matching) (Lakeshore)
- Shape Sorting Clock (Melissa and Doug)
- Tanagrams

**Summative**
- ISTAR
## Standard 6
### Problem Solving

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.6.17</td>
<td>1:1 instruction</td>
<td>Same/different flashcards</td>
<td>Anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group instruction</td>
<td>sequencing cards</td>
<td>Permanent product</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td>calendars</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>toy workbench</td>
<td>(teacher-made</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>toy kitchen utensils</td>
<td>checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td>doctor/nurse toys</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td>F.6.2</td>
<td>Identify the missing object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Imitate the use of an adult tool in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.6.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics

**Level:** Intermediate (grades 3-5)

#### Standard 1
**Number Sense**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1.3</td>
<td>Count each object only once</td>
<td>Manipulatives</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>F.1.7</td>
<td>Identify when objects are the same number, even if arrangement is changed</td>
<td>Early Math Skill Builder Box</td>
<td>Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>F.1.9</td>
<td>Draw pictures or symbols to represent a spoken number</td>
<td>Counting Boxes (Lakeshore)</td>
<td>Permanent products</td>
<td></td>
</tr>
<tr>
<td>F.1.19</td>
<td>Identifies the next number in a series of numbers up to 31</td>
<td>Math Learning Boxes (Lakeshore)</td>
<td>Teacher observations</td>
<td></td>
</tr>
<tr>
<td>K.1.1</td>
<td>Match sets of objects one-to-one.</td>
<td>Counting Animals 1-10 (Lauri)</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td>K.1.2</td>
<td>Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.</td>
<td>File Folder Games</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>Count, read, and write whole numbers* up to 31</td>
<td>Cookie Sheet Magnetic Math</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lakeshore</td>
<td>portfolios</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**
- Manipulatives
- Early Math Skill Builder Box
- Counting Boxes (Lakeshore)
- Math Learning Boxes (Lakeshore)
- Counting Animals 1-10 (Lauri)
- File Folder Games
- Math Centers (Lakeshore)
- Cookie Sheet Magnetic Math (Lakeshore)
- Peg the Numbers puzzle 1-10 (Lauri)
- Numbright 1-20 (Judy/Instructo)
- Dominoes
- Lakeshore Counting Cakes
- Hi Ho Cherry-O (Golden)
- Count ‘N Sort (MacMillan)
- Numbers 1-20 (3 piece matching puzzle-Frank Schaffer Publications)
- Counting puzzles (Lauri)
- Number play 1-10 puzzle (Lauri)
- Dot-to-Dot
- Math workbooks (Continental Express)
- All About Math Photo Library (Lakeshore)
### Standard 2

**Computation**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.16</td>
<td>Identify the object that had been added to a group</td>
<td>1:1 instruction</td>
<td>I Can Add and Subtract Math Mats (Lakeshore)</td>
<td>Formative:</td>
</tr>
<tr>
<td>B.2.17</td>
<td>Identify that something was taken</td>
<td>small group instruction</td>
<td>Peg It Facts Board (Ideal)</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>F.2.14</td>
<td>Combine a whole quantity of something (e.g., pop beads)</td>
<td>reinforcement</td>
<td>See and Saw Visual Calculator (PCI)</td>
<td>Permanent products</td>
</tr>
<tr>
<td>F.2.11</td>
<td>Use manipulatives for addition situations for sums less than five</td>
<td>cueing</td>
<td>Instant Learning Center Addition (Lakeshore)</td>
<td>Teacher observations (teacher made checklists)</td>
</tr>
<tr>
<td>F.2.12</td>
<td>Use manipulatives for</td>
<td>prompting</td>
<td>Manipulatives</td>
<td>ISTAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>repeated practice</td>
<td>Continental Math Workbooks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Everyday Math</td>
<td>ISTAR portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dominoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unifix cubes</td>
<td></td>
</tr>
</tbody>
</table>

Possible Assessment Tools:
- Formative:
  - Anecdotal records
  - Permanent products
  - Teacher observations (teacher made checklists)
  - ISTAR

Summative:
- ISTAR
- Portfolios

Possible Materials and Resources:
- I Can Add and Subtract Math Mats (Lakeshore)
- Peg It Facts Board (Ideal)
- See and Saw Visual Calculator (PCI)
- Instant Learning Center Addition (Lakeshore)
- Manipulatives
- Continental Math Workbooks
- Everyday Math
- Dominoes
- Unifix cubes

Teacher Notes:
### Standard 3
#### Algebra and Functions

<table>
<thead>
<tr>
<th>Indicator(s)</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.3.4</td>
<td>1:1 instruction</td>
<td>Everyday Math</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>small group instruction</td>
<td><a href="http://www.mathworksheetsite.com">www.mathworksheetsite.com</a></td>
<td>- Anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td>number lines</td>
<td>- Permanent products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>Unifix pattern cards</td>
<td>- Teacher observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>Patterning Bugs</td>
<td>(teacher made checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td>manipulatives (counting bears)</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bear Attribute Cards (MacMillan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patterning Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Bear Family Activity Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Learning Resources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stringing beads</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geoboards/Pegboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hands on Math Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patterning Patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative Color Cubes and Patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(learning Resources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workboxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.themathworksheetsite.com">www.themathworksheetsite.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.3.5</td>
<td>Predict what comes next when shown a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>simple AB pattern of concrete objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.3.13</td>
<td>Categorize familiar objects by function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.1</td>
<td>Identify, sort, and classify objects by</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>size, number, and other attributes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify objects that do not belong to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a particular group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.2</td>
<td>Copy, and make simple patterns with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>objects and shapes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.7</td>
<td>Plot and label whole numbers on a number</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standard 4
#### Geometry

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.4.9 Use “on” and “off” to indicate where things are in space | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • Everyday Math  
• www.themathworksheetsite.com  
• Picture Perfect Design Tiles (Education Insights)  
• Basic Mosaics (Lakeshore)  
• Creative Color Cubes and Patterns (learning Resources)  
• puzzles (floor, borderless, bordered)  
• Body Part Cards  
• Early Math Skill Builder Box  
• Count ‘N Sort Game (MacMillan)  
• Button Box Math (Ideal)  
• Counting Bears  
• Geometric shapes (plastic)  
• Tanagrams  
• Shape Bingo  
• magnetic shapes  
• Hands on Math Centers (Shape Matching) (Lakeshore)  
• Shape Sorting Clock (Melissa and Doug) | Formative:  
• Anecdotal records  
• Permanent products  
• Teacher observations (teacher made checklists)  
• ISTAR  
Summative  
• ISTAR  
• portfolios |
# Standard 5 Measurement

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.5.1</td>
<td>Follow a daily schedule</td>
<td>• Everyday Math</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>F.5.8</td>
<td>Identify when something is hot and cold</td>
<td>• <a href="http://www.themathworksheetsite.com">www.themathworksheetsite.com</a></td>
<td>• Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>F.5.10</td>
<td>Sort objects into long and short</td>
<td>• Early Language Concept Kit</td>
<td>• Permanent products</td>
<td></td>
</tr>
<tr>
<td>F.5.11</td>
<td>Identify similarities and differences in objects</td>
<td>(Comparing Sizes Lakeshore)</td>
<td>• Teacher observations</td>
<td></td>
</tr>
<tr>
<td>F.5.16</td>
<td>Tell what comes before and after</td>
<td>• Hands on Math Centers</td>
<td>(teacher made checklists</td>
<td></td>
</tr>
<tr>
<td>F.5.18</td>
<td>Tell three events in chronological order</td>
<td>• PECS symbols</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>K.5.1</td>
<td>Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer and taller.</td>
<td>• Judy Clock (large/individual)</td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>K.5.2</td>
<td>Understand concepts of time: today, yesterday and tomorrow. Understand that clocks and calendars are tools that measure time.</td>
<td>• Sequencing cards</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>1.5.6</td>
<td>Tell time to the</td>
<td>• manipulatives</td>
<td>• portfolios</td>
<td></td>
</tr>
</tbody>
</table>
Intermediate

<table>
<thead>
<tr>
<th>1.5.7</th>
<th>nearest hour and relate time to events (before/after, shorter/longer). Identify and give the values of pennies, nickels, dimes, [quarters, and dollars].</th>
</tr>
</thead>
</table>

**Standard 6**  
**Problem Solving**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.6.14</td>
<td>1:1 instruction</td>
<td>Same/different flashcards</td>
<td>Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>B.6.23</td>
<td>small group instruction</td>
<td>sequencing cards</td>
<td>Permanent products</td>
<td>Teacher Notes:</td>
</tr>
<tr>
<td>F.6.10</td>
<td>reinforcement</td>
<td>calendars</td>
<td>Teacher observations (teacher checklists</td>
<td></td>
</tr>
<tr>
<td>F.6.20</td>
<td>cueing</td>
<td>timers</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td><a href="http://www.themathworksheetsite.com">www.themathworksheetsite.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Mathematics
### Level: Middle School (grades 6-8)

#### Standard 1
##### Number Sense

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies: (These are strategies for all indicators)</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools: (These are assessment tools for all indicators)</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F2 Uses a tally system | • Errorless Teaching  
• 1-on-1 instruction  
• Small group  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated practice  
• Modeling  
• Modeling and coaching in Vocational jobs  
• Modeling and coaching while grocery shopping | • [http://www.indianastandardsresources.org/](http://www.indianastandardsresources.org/)  
• Number line,  
• Flash cards,  
• Calendar  
• Number concepts touch math  
• Edhelper,  
• ABC teach  
• Number cubes  
• Other manipulatives  
• Calendar  
• Hi Ho Cherry O  
• Manipulatives  
• Money  
• Hundreds board  
• Number line  
• Touch math  
• Ed helper  
• Use pennies, nickels, dimes, $1, $5 and $10 bills  | • ISTAR  
• Portfolio  
• Teacher made worksheets  
• Progress notes  
• Documented teacher observation  
• [http://www.indianastandardsresources.org/](http://www.indianastandardsresources.org/)  
• Bingo games  
• Wall charts, hundreds board  
• Money, clocks, food, pizza fraction game  |

### Teacher Notes:
Middle School

<table>
<thead>
<tr>
<th>Standard 2 Computation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator(s):</strong></td>
</tr>
<tr>
<td>K.2.1  Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).</td>
</tr>
<tr>
<td>K.2.2  Model subtraction by removing objects from sets (for numbers less than 10).</td>
</tr>
<tr>
<td>1.2.5  Demonstrate the meaning of the symbols +, –, and =.</td>
</tr>
<tr>
<td>1.2.6  Demonstrate the</td>
</tr>
<tr>
<td><strong>Best Practice Instructional Strategies:</strong></td>
</tr>
<tr>
<td>Possible Materials and Resources:</td>
</tr>
<tr>
<td>- Manipulatives</td>
</tr>
<tr>
<td>- touch math</td>
</tr>
<tr>
<td>- food</td>
</tr>
<tr>
<td>- Manipulatives</td>
</tr>
<tr>
<td>- touch math</td>
</tr>
<tr>
<td>- food</td>
</tr>
<tr>
<td>1.2.5-1.3.1</td>
</tr>
<tr>
<td>- Calculator</td>
</tr>
<tr>
<td>- Sorting trays with numbers taped to it</td>
</tr>
<tr>
<td>- Manipulatives</td>
</tr>
<tr>
<td>- Calculator</td>
</tr>
<tr>
<td>- Menu and Market math</td>
</tr>
<tr>
<td><strong>Possible Assessment Tools:</strong></td>
</tr>
<tr>
<td>- teacher made worksheets</td>
</tr>
<tr>
<td>- progress notes</td>
</tr>
<tr>
<td>- documented teacher observation</td>
</tr>
<tr>
<td>- <a href="http://www.indianastandardsresources.org/">http://www.indianastandardsresources.org/</a></td>
</tr>
<tr>
<td><strong>Teacher Notes:</strong></td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>- ISTAR</td>
</tr>
<tr>
<td>- Portfolio</td>
</tr>
</tbody>
</table>
Middle School

| 2.2.1  | role of zero in addition and subtraction. Model addition of numbers less than 100 with objects and pictures with a calculator. |
| 2.2.2  | Add two whole numbers less than 100 with and without regrouping with a calculator. |
| 2.2.3  | Subtract two whole numbers less than 100 without regrouping with a calculator. |

Standard 3
Algebra and Functions

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1</td>
<td>Write and solve number sentences from problem situations involving addition and subtraction.</td>
<td>• Number line</td>
<td>• teacher made worksheets</td>
<td></td>
</tr>
<tr>
<td>3.3.7</td>
<td>Plot and label whole numbers on a number line or grid up to 50.</td>
<td></td>
<td>• progress notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• documented teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <a href="http://www.indianastandardsresources.org/">http://www.indianastandardsresources.org/</a></td>
<td></td>
</tr>
</tbody>
</table>

Summative:
- ISTAR
- Portfolio
## Standard 4
### Geometry

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.1</td>
<td>Identify and sort triangles, rectangles, squares, and circles.</td>
<td>• Sorting trays, bowls, touch math shapes, Shapes up game • Positions bingo game, putting away materials, getting things</td>
<td>• teacher made worksheets • progress notes • documented teacher observation • <a href="http://www.indianastandardsresources.org/">http://www.indianastandardsresources.org/</a></td>
<td></td>
</tr>
<tr>
<td>1.4.6</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.5</td>
<td>Recognize geometric shapes triangles, rectangles, squares, and circles and structures in the environment and specify their locations.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summative:**
- ISTAR
- Portfolio
## Standard 5 Measurement

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 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. | K.5.1  
- Measuring cups, washing hands (hot and cold water), soup is too hot - needs to be cooler scale  
- Community; buying fabric, buying things at a hardware store such as what size nail to fix things, repair things | • teacher made worksheets  
• progress notes  
• documented teacher observation  
• [http://www.indianastandardsresources.org/](http://www.indianastandardsresources.org/) | |
| 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 | K.5.2- 1.5.6  
- Calendars, clocks, watches, schedules  
- Touch Math, time bingo | |
| 1.5.6         | Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer). | 2.5.1, 2.5.5  
- Fabric, hardware, ruler, yard stick  
- Measuring cups, juice pitcher  
- Cooking to learn 1 and 2, Attainment’s Look n’ Cook Microwave, Basic Cooking and Nutrition for Special Students (Jean Bunnell), The Cooking Kit (C.K Enterprises) | 2.5.12, 3.5.11  
- Money, Touch Money, Money Bingo | |

### Possible Assessment Tools:
- teacher made worksheets
- progress notes
- documented teacher observation
- [http://www.indianastandardsresources.org/](http://www.indianastandardsresources.org/)

### Summative:
- ISTAR
- Portfolio
<table>
<thead>
<tr>
<th>Standard 6 Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator(s): F.6.13 Uses a tool in a new way</td>
</tr>
<tr>
<td>Possible Assessment Tools:</td>
</tr>
<tr>
<td>• teacher made worksheets</td>
</tr>
<tr>
<td>• progress notes</td>
</tr>
<tr>
<td>• documented teacher observation</td>
</tr>
<tr>
<td>• <a href="http://www.indianastandardsresources.org/">http://www.indianastandardsresources.org/</a></td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>• ISTAR</td>
</tr>
<tr>
<td>• Portfolio</td>
</tr>
</tbody>
</table>
## Mathematics

Level: High School (grades 9-12)

### Standard 1

**Number Sense**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 1.1.10 Represent, compare, and interpret data using pictures and picture graphs | - Repeated Practice  
- Direct Instruction  
- 1:1 Instruction  
- Community Based Instruction  
- Next Dollar Strategy | - Basic Picture Math (PCI)  
- Basic Math Practice (PCI)  
- Newspaper  
- [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
- [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
- anecdotal records  
- teacher checklists  
- permanent product with rubric  
| | | | Summative:  
- ISTAR  
- Portfolio | |
| 2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs. | | | |
| 3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible. | | | |
| 4.1.9 Round two-place decimals to the nearest whole number. | | | |

### Standard 2

**Computation**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 5.2.1 Solve problems involving multiplication and division of any whole numbers with a calculator. | - Repeated Practice  
- Direct Instruction  
- 1:1 Instruction | - Calculator  
- Basic Facts Worksheet Factory  
- Math Blaster Software  
- [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based) | Formative:  
- anecdotal records  
- teacher checklists  
- permanent product with rubric  
| | | | Summative:  
- ISTAR  
- Portfolio | |
## Standard 3  
### Algebra and Functions

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 4.3.8 Plot and label whole numbers on a number line or grid up to 100. | • Repeated Practice  
• Direct Instruction  
• 1:1 Instruction  
• Small Group Instruction | • Number line  
• Graphs  
• Newspapers  
• [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
• [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
• anecdotal records  
• teacher checklists  
• permanent product with rubric  
Summative:  
• ISTAR  
• Portfolio | |
| 5.3.7 Use information taken from a graph to answer questions about a problem situation | | | | |

## Standard 4  
### Geometry

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Investigate and predict the result of putting together and breaking apart | • Repeated Practice  
• Direct Instruction  
• 1:1 Instruction  
• Small Group Instruction | • Objects  
• Step by step visual prompts  
• Checklist  
• [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
• [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
• anecdotal records  
• teacher checklists  
• permanent product with rubric  
Summative:  
• ISTAR  
• Portfolio | Meant to be sorting and assembling real life objects |
Standard 5
Measurement

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.2</td>
<td>demonstrate the relationships among inch, foot, and yard.</td>
<td>- Repeated Practice</td>
<td>- Measuring Tools</td>
<td>- Formative:</td>
</tr>
<tr>
<td>2.5.3</td>
<td>decide which unit of length is most appropriate in a given situation.</td>
<td>- Direct Instruction</td>
<td>- Thermometer</td>
<td>- anecdotal records</td>
</tr>
<tr>
<td>2.5.8</td>
<td>read a thermometer in Fahrenheit.</td>
<td>- 1:1 Instruction</td>
<td>- Clocks</td>
<td>- teacher checklists</td>
</tr>
<tr>
<td>2.5.9</td>
<td>tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.</td>
<td>- Small Group Instruction</td>
<td>- Coins and Bills</td>
<td>- permanent product with rubric</td>
</tr>
<tr>
<td>2.5.10</td>
<td>know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a</td>
<td>- Community Based Instruction</td>
<td>- Calculator</td>
<td>- Summative:</td>
</tr>
</tbody>
</table>

Possible Materials and Resources:
- Measuring Tools
- Thermometer
- Clocks
- Coins and Bills
- Calculator
- Touch Money
- Menu Math
- Market Math
- Teaching Clock
- Student Watches
- Calendar
- Daily Schedule
- www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments)
- www.unitedstreaming.com (online streaming videos – requires a subscription)

Possible Assessment Tools:
- Formative:
  - anecdotal records
  - teacher checklists
  - permanent product with rubric
- Summative:
  - ISTAR
  - Portfolio
<table>
<thead>
<tr>
<th>Section</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.11</td>
<td></td>
<td>Find the duration of intervals of time in hours.</td>
</tr>
<tr>
<td>3.5.1</td>
<td></td>
<td>Measure line segments to the nearest half-inch.</td>
</tr>
<tr>
<td>3.5.6</td>
<td></td>
<td>Identify and measure capacity using quarts, gallons, and liters.</td>
</tr>
<tr>
<td>3.5.9</td>
<td></td>
<td>Tell time to the nearest minute and find how much time has elapsed.</td>
</tr>
<tr>
<td>3.5.10</td>
<td></td>
<td>Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the $ symbol.</td>
</tr>
<tr>
<td>4.5.1</td>
<td></td>
<td>Measure length to the nearest quarter-inch.</td>
</tr>
<tr>
<td>4.5.9</td>
<td></td>
<td>Add time intervals involving hours.</td>
</tr>
<tr>
<td>4.5.10</td>
<td></td>
<td>Determine the amount of change from a purchase with a calculator.</td>
</tr>
<tr>
<td>5.5.7</td>
<td></td>
<td>Add and subtract with money in decimal notation with a calculator.</td>
</tr>
</tbody>
</table>
### Standard 6
#### Problem Solving

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5.1 Select tools to measure length, volume, weight, time, and temperature.</td>
<td></td>
<td></td>
<td>Formative: Summative</td>
<td></td>
</tr>
<tr>
<td>6.5.10 Add, subtract, multiply, and divide with money in decimal notation with a calculator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus of Social Sciences
within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Social Science 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)
- 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

Primary (Grades K-2)
- Use the five 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

Intermediate (Grades 3-5)
- 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

Middle School (Grades 6-8)
- 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
High School (Grades 9+)

- 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

**Level:** Early Childhood (ages 3-5)

### Science Standard 1

**The Nature of Science and Technology**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| B.3.6 Imitate adult facial expressions and simple actions. with prompting. (e.g., color, sound, texture, shape). | - Errorless teaching  
- 1-on-1 instruction  
- small group  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- modeling | - Developmentally Appropriate toys  
- Blocks  
- Kitchen play area  
- Playhouse  
- dolls  
- Vet/doctor kit  
- Preschool games  
- Finger plays  
- Snack foods  
- Teethers/chewy tubes  
- Rain stick  
- Sounds Like Fun (CD)  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.icontalk.com](http://www.icontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
- ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal records  
- Teacher Made Checklists  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd) | |
| B.3.8 Hold a crayon or marker and scribble.                              |                                        |                                                                                                 |                          |               |
| B.3.9 Imitate something heard or seen earlier in the day (delayed imitation). |                                        |                                                                                                 |                          |               |
| B.3.10 Engage in simple pretend play.                                    |                                        |                                                                                                 |                          |               |
| B.3.14 Repeat an action after adult demonstrates it.                     |                                        |                                                                                                 |                          |               |
| F.1.2 Interact with and explore a variety of objects, books, and materials. |                                        |                                                                                                 |                          |               |
| F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the [school and community] environments |                                        |                                                                                                 |                          |               |
### Science Standard 3
**The Physical Setting**

#### Indicators:
- F.3.4 Investigate the physical surroundings by digging in dirt, collecting rocks, recognizing changes in weather.

#### Best Practice Instructional Strategies:
- Errorless teaching
- 1-on-1 instruction
- small group
- reinforcement
- cueing
- prompting
- repeated practice
- modeling

#### Possible Materials and Resources:
- Sand/water table
- Scoops, shovels, pails
- Nature walks
- Weather/season books, kits
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special-ed/pdf/autism
guide.pdf](http://www.dodea.edu/instruction/curriculum/special-ed/pdf/autism
guide.pdf)

#### Possible Assessment Tools:
- Formative:
  - ABLLS
  - ISTAR
  - Daily data sheets
  - Anecdotal records
  - Teacher Made Checklists
  - Product/performance assessed by rubrics, rating scale
  - STAR (ProEd)
- Summative:
  - ABLLS
  - ISTAR
  - portfolio
  - STAR (ProEd)

### Science Standard 4
**The Living Environment**

#### Indicators:
- B.2.1 Interact in social play (e.g., patty cake).
- B.2.2 Explore objects by touching, shaking, banging, and mouthing.
- B.2.3 Show fear of falling off of a

#### Best Practice Instructional Strategies:
- Errorless teaching
- 1-on-1 instruction
- small group
- reinforcement
- cueing

#### Possible Materials and Resources:
- Group games
- Finger plays
- Developmentally appropriate toys
- Building toys
- Push/pull toys

#### Possible Assessment Tools:
- Formative:
  - ABLLS
  - ISTAR
  - Daily data sheets
  - Anecdotal records
  - Teacher Made

#### Teacher Notes:
### Early Childhood

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials/Tools</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.4 Look for a toy that has rolled out of sight.</td>
<td>• prompting</td>
<td>• Product/performance assessed by rubrics, rating scale</td>
</tr>
<tr>
<td>B.2.8 Activate simple machines or cause and effect toys; take toys apart.</td>
<td>• repeated practice</td>
<td>• STAR (ProEd)</td>
</tr>
<tr>
<td>B.2.9 Push or pull objects while walking.</td>
<td>• modeling</td>
<td></td>
</tr>
<tr>
<td>B.2.15 With some guidance, use toys and tools safely and store them in the proper place</td>
<td>• Play workbench, tools</td>
<td></td>
</tr>
<tr>
<td>F.3.13 Sort things by one attribute or characteristic.</td>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.icontalk.com">www.icontalk.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.tinsnips.org">www.tinsnips.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.do2learn.com">www.do2learn.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies Standard 1

#### History

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.1 Cooperate with a routine.</td>
<td>• Errorless teaching</td>
<td>• Picture schedules</td>
<td>• ABLLS</td>
<td></td>
</tr>
<tr>
<td>B.1.2 Anticipate a sequence during daily activities.</td>
<td>• 1-on-1 instruction</td>
<td>• Developmentally appropriate books</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>B.1.4 Listen to stories about people and places.</td>
<td>• small group</td>
<td>• Picture books</td>
<td>• Daily data sheets</td>
<td></td>
</tr>
<tr>
<td>B.1.6 Look at picture books.</td>
<td>• reinforcement</td>
<td>• Circle time/class schedule</td>
<td>• Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>B.1.9 Recognize the beginning of an event (e.g., come to table when food is placed there).</td>
<td>• cueing</td>
<td>• Snack activities</td>
<td>• Teacher Made Checklists</td>
<td></td>
</tr>
<tr>
<td>F.1.6 Show anticipation through appropriate behaviors for regularly scheduled school events.</td>
<td>• prompting</td>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td>• Product/performance assessed by rubrics, rating scale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td>• STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• modeling</td>
<td>• <a href="http://www.icontalk.com">www.icontalk.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.tinsnips.org">www.tinsnips.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.do2learn.com">www.do2learn.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Social Studies Standard 2
#### Civics and Government

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.1 Help feed themselves.</td>
<td>• Errorless teaching</td>
<td>• Snack activities</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>B.2.2 Watch people.</td>
<td>• 1-on-1 instruction</td>
<td>• Clean-up activities/storage</td>
<td>• ABLLS</td>
<td></td>
</tr>
<tr>
<td>B.2.4 Show interest in other children.</td>
<td>• small group</td>
<td>containers</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>B.2.5 Communicates “no.”</td>
<td>• reinforcement</td>
<td>• Washcloths, sponges, paper</td>
<td>• Daily data sheets</td>
<td></td>
</tr>
<tr>
<td>B.2.6 Assist with daily needs (washing hands, toileting, brushing teeth).</td>
<td>• cueing</td>
<td>towels</td>
<td>• Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>B.2.7 Assist with simple chores on a daily basis.</td>
<td>• prompting</td>
<td>• Picture schedules</td>
<td>• Teacher Made Checklists</td>
<td></td>
</tr>
<tr>
<td>B.2.9 Develop the process of “play” from playing alone to playing alongside, then playing with someone else.</td>
<td>• repeated practice</td>
<td>• Visual supports</td>
<td>• Product/performance</td>
<td></td>
</tr>
<tr>
<td>B.2.10 Follow simple directions with prompts.</td>
<td>• modeling</td>
<td>• BoardMaker schedules</td>
<td>assessed by rubrics,</td>
<td></td>
</tr>
<tr>
<td>B.2.14 Push away something not wanted.</td>
<td></td>
<td>• Baby Babble CD</td>
<td>rating scale</td>
<td></td>
</tr>
<tr>
<td>F.2.2 Follow simple directions.</td>
<td></td>
<td>• Bumble Bee videos</td>
<td>• STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td>F.2.3 Complete basic responsibilities related to daily needs with assistance.</td>
<td></td>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.2.12 Show self-control by</td>
<td></td>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.icontalk.com">www.icontalk.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.tinsnips.org">www.tinsnips.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.do2learn.com">www.do2learn.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Early Childhood

- Following rules in different places with prompting.
- F.2.13 Start sharing some objects with others.

### Social Studies Standard 3
#### Geography

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| B.3.1 Use sight, sound, taste, touch, and smell to explore their own world.                                                                                                                                 | - Errorless teaching  
- 1-on-1 instruction  
- small group  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- modeling                                                                                                                                  | - Mr. Potato Head  
- Dolls, stuffed animals, & accessories  
- Family-living area  
- Storage containers  
- Classroom “jobs”  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.icontalk.com](http://www.icontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
| B.3.3 Follow simple directions.                                                                                                                                                                            |                                                                                                        |                                                                                                        | Formative:                                                                                                  |                                                                                                        |
| B.3.7 Locate eyes, ears, or nose when asked.                                                                                                                                                              |                                                                                                        |                                                                                                        | - ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal records  
- Teacher Made Checklists  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd)                                                                                                                                  |                                                                                                        |                                                                                                        |
| B.3.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired                                                                                                       |                                                                                                        |                                                                                                        | Summative:                                                                                                  |                                                                                                        |
| B.3.13 Explore things with mouth, hands, fingers, and toes.                                                                                                                                               |                                                                                                        |                                                                                                        | - ABLLS  
- ISTAR  
- portfolio  
- STAR (ProEd)                                                                                                                                     |                                                                                                        |                                                                                                        |
| B.3.31 Pretend to take care of a doll by feeding and other activities.                                                                                                                                    |                                                                                                        |                                                                                                        |                                                                                                            |                                                                                                        |
| B.3.35 Place trash in the wastebasket.                                                                                                                                                                   |                                                                                                        |                                                                                                        |                                                                                                            |                                                                                                        |
| B.3.36 Help clean up after doing an activity with prompting.                                                                                                                                              |                                                                                                        |                                                                                                        |                                                                                                            |                                                                                                        |
| B.3.37 Help with routines that keep the classroom neat.                                                                                                                                                   |                                                                                                        |                                                                                                        |                                                                                                            |                                                                                                        |

### Social Studies Standard 5
#### Individuals, Society, and Culture
<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.5.3 Take turns in interactions with others.</td>
<td>- Errorless teaching</td>
<td>Developmentally appropriate toys</td>
<td>- ABLLS</td>
<td></td>
</tr>
<tr>
<td>B.5.4 Share belongings with others.</td>
<td>- 1-on-1 instruction</td>
<td>Blocks</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td>B.5.6 Engage in parallel play with others.</td>
<td>- small group</td>
<td>Play kitchen area</td>
<td>- Daily data sheets</td>
<td></td>
</tr>
<tr>
<td>B.5.9 Demonstrate early pretending with objects.</td>
<td>- reinforcement</td>
<td>Playhouse</td>
<td>- Anecdotal records</td>
<td></td>
</tr>
<tr>
<td>B.5.10 Use words to express immediate family relationships, such as mother, father, brother, or sister.</td>
<td>- cueing</td>
<td>dollhouse</td>
<td>- Teacher Made Checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- prompting</td>
<td>Dolls, stuffed animals &amp; accessories</td>
<td>- Product/performance assessed by rubrics, rating scale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- repeated practice</td>
<td>Group games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- modeling</td>
<td>Digital pictures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Materials and Resources:
- Developmentally appropriate toys
- Blocks
- Play kitchen area
- Playhouse
- dollhouse
- Dolls, stuffed animals & accessories
- Group games
- Digital pictures
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)

Possible Assessment Tools:
- Formative:
  - ABLLS
  - ISTAR
  - Daily data sheets
  - Anecdotal records
  - Teacher Made Checklists
- Summative
  - ABLLS
  - ISTAR
  - portfolio
# Social Sciences

**Level:** Primary (grades K-2)

## Science Standard 1

The Nature of Science and Technology

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information. | • Community-based instruction  
• Hands-on experimentation  
• Cooking activities  
• Circle Time Weather Activities  
• 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • Read and Understand Science (Evan-Moor)  
• I Can Make It! I Can Read It! (The Educational Center)  
• Learning About Weather (Evan-Moor)  
• Monthly Activity Booklets: Science and Social Studies (Continental Press)  
• Everyday Math Weather Chart | | |
| F.1.6 Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) with assistance to investigate the environment and to gather information. | | | | |
| F.1.9 Answer questions about his world. | | | | |

## Science Standard 3

The Physical Setting

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| F.3.7 Identify and/or make comments about the sun, stars, planets, and clouds and moon. | • Community-based instruction  
• Hands-on experimentation  
• Cooking activities  
• Circle Time Weather Activities  
• 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing, prompting | • Read and Understand Science (Evan-Moor)  
• I Can Make It! I Can Read It! (The Educational Center)  
• Learning About Weather (Evan-Moor)  
• Monthly Activity Booklets: Science and Social Studies (Continental Press) | | |
| | | | Formative:  
• Teacher observation (teacher-made checklists)  
• ISTAR | |
| | | | Summative:  
• ISTAR | |
### Science Standard 4
#### The Living Environment

**Indicators:**
- F.3.9 Observe and explore a variety of live plants and animals.
- F.3.10 Take care of familiar plants and animals with assistance.
- F.3.13a Sort things by two attributes or characteristics.

**Best Practice Instructional Strategies:**
- Community-based Instruction
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice

**Possible Materials and Resources:**
- Read and Understand Science (Evan-Moor)
- I Can Make It! I Can Read It! (The Educational Center)
- Learning About Weather (Evan-Moor)
- Monthly Activity Booklets: Science and Social Stories (Continental Press)
- Manipulatives

**Possible Assessment Tools:**
- Formative:
  - Teacher observation (teacher-made checklists)
  - Task analysis
  - ISTAR
- Summative:
  - ISTAR

**Teacher Notes:**

### Social Studies Standard 1
#### History

**Indicators:**
- F.1.1 Sequence recurring events (e.g., "After I eat lunch, I go to recess") with prompting.
- F.1.6 Show anticipation through appropriate behaviors for regularly scheduled events.
- F.1.12 Recall information about the immediate past.

**Best Practice Instructional Strategies:**
- Community-based instruction
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice

**Possible Materials and Resources:**
- Picture prompting systems
- Social Stories (Carol Gray, etc.)

**Possible Assessment Tools:**
- Formative:
  - Teacher observation (teacher-made checklists)
  - Task analysis
  - ISTAR
- Summative:
  - ISTAR

**Teacher Notes:**

### Social Studies Standard 2

**Civics and Government**

**Indicators:**
- B.2.7 Perform simple chores on a daily basis.
- B.2.12 Listen to stories about helping.
- F.2.16 Identify the U.S. flag.
- K.2.2 Follow rules in the classroom and school with prompts.

**Best Practice Instructional Strategies:**
- Community-based instruction
- Classroom/school jobs
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice

**Possible Materials and Resources:**
- Social Stories (Carol Gray, etc.)
- Library Books
- PCI Indiana History Book
- United States puzzles
- Picture prompting systems
- Following directions (Frank Shaffer)

**Possible Assessment Tools:**
- Formative:
  - Task analysis
  - Teacher observation (teacher-made checklists)
  - ISTAR
- Summative:
  - ISTAR

**Teacher Notes:**

---

### Social Studies Standard 3

**Geography**

**Indicators:**
- B.3.7 Name and locate eyes, ears, or nose when asked.
- F.3.6 Point out and name various rooms in the house.
- F.3.36 Help clean up after doing an activity.

**Best Practice Instructional Strategies:**
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice

**Possible Materials and Resources:**
- Look, Listen and Speak for Home (Evan-Moor)
- Mr. Potato Head
- Dollhouse
- Picture prompting system
- Educational CDs (with songs like “Head, shoulders, knees and toes”)

**Possible Assessment Tools:**
- Formative:
  - Teacher observation (teacher-made checklists)
  - ISTAR
  - Task analysis
- Summative:
  - ISTAR

**Teacher Notes:**
## Social Studies Standard 5
### Individuals, Society, and Culture

**Indicators:**
- B.5.6 Work and play cooperatively with others.
- B.5.15 Say please and thank you.
- F.5. Distinguish between adults and children.

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| • Peer programs (e.g. special friends)  | • Social Stories (Carol Gray, etc.)  | Formative:  
  • Teacher observation  
  (teacher-made checklists)  
  • ISTAR | |
|                                         | • Following directions (Frank Shaffer) | Summative:  
  • ISTAR | |

**Possible Materials and Resources:**
- Peer programs
- Social Stories
- Following directions

**Possible Assessment Tools:**
- Formative:
  - Teacher observation (teacher-made checklists)
  - ISTAR
- Summative:
  - ISTAR
**Social Sciences**  
**Level:** Intermediate (grades 3-5)

### Science Standard 1  
The Nature of Science and Technology

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.1.3 Observe and describe properties of objects. F.1.9 Ask and answer questions about his world. 1.1.4 Use tools, such as measuring cups and magnifiers, to investigate the world and make observations. | **Community-based instruction**  
**1:1 instruction**  
**small group instruction**  
**reinforcement**  
**cueing**  
**prompting**  
**repeated practice** | **Picture cards**  
**Read and Understand Science (Evan-Moor)**  
**I Can Make It! I Can Read It! (The Educational Center)**  
**Learning About Weather (Evan-Moor)**  
**Monthly Activity Booklets: Science and Social Studies (Continental Press)**  
**Everyday Math Weather Chart** | **Formative:**  
**ISTAR**  
**Teacher made checklists**  
**Teacher Observations**  
**Summative**  
**ISTAR** | |

### Science Standard 3  
The Physical Setting

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.6 Describe differences and similarities in various physical environments. F.3.7 Answer questions and/or make comments about the sun, stars, planets, and clouds and moon. K.3.2 Demonstrate | **Community-based instruction**  
**1:1 instruction**  
**small group instruction**  
**reinforcement**  
**cueing**  
**prompting** | **Read and Understand Science (Evan-Moor)**  
**I Can Make It! I Can Read It! (The Educational Center)**  
**Learning About Weather (Evan-Moor)**  
**Monthly Activity Booklets:** | **Formative:**  
**ISTAR**  
**Teacher made checklists**  
**Teacher Observations**  
**Summative**  
**ISTAR** | |
### Science Standard 4
#### The Living Environment

<table>
<thead>
<tr>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.3.10 Take care of familiar plants and animals.</td>
</tr>
<tr>
<td>F.3.13 Participate in activities related to preserving their environment.</td>
</tr>
<tr>
<td>K.4.1 Give examples of plants and animals.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-based instruction</td>
</tr>
<tr>
<td>1:1 instruction</td>
</tr>
<tr>
<td>small group instruction</td>
</tr>
<tr>
<td>reinforcement</td>
</tr>
<tr>
<td>cueing</td>
</tr>
<tr>
<td>prompting</td>
</tr>
<tr>
<td>repeated practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and Understand Science (Evan-Moor)</td>
</tr>
<tr>
<td>I Can Make It! I Can Read It! (The Educational Center)</td>
</tr>
<tr>
<td>Learning About Weather (Evan-Moor)</td>
</tr>
<tr>
<td>Monthly Activity Booklets: Science and Social Stories (Continental Press)</td>
</tr>
<tr>
<td>Manipulatives, GrowLights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative:</td>
</tr>
<tr>
<td>ISTAR</td>
</tr>
<tr>
<td>Teacher made checklists</td>
</tr>
<tr>
<td>Teacher Observations</td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>ISTAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>

awareness that things move in different ways, such as fast, slow, etc.

- repeated practice

Science and Social Stories (Continental Press)
- Everyday Math Weather Chart
## Social Studies Standard 1
### History

**Indicators:**
- F.1.9 Distinguish between past, present.
- F.1.10 Identify the days of the week and names of the months.
- K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and people in the past.

**Best Practice Instructional Strategies:**
- Community-based instruction
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice

**Possible Materials and Resources:**
- Social Stories (Carol Gray, etc.)
- Library Books
- Picture prompting systems
- Following directions (Frank Shaffer)

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher made checklists
  - Teacher Observations
- Summative
  - ISTAR

**Teacher Notes:**

## Social Studies Standard 2
### Civics and Government

**Indicators:**
- F.2.6 Tell the consequences of not following rules.
- F.2.11 Identify and follow different rules in different places (e.g., school rules may be different from home).
- K.2.2 Follow rules in the classroom and school and provide reasons for the specific rules with prompts.

**Best Practice Instructional Strategies:**
- Community-based instruction
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice

**Possible Materials and Resources:**
- Social Stories (Carol Gray, etc.)
- Picture prompting systems
- Following directions (Frank Shaffer)

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher made checklists
  - Teacher Observations
- Summative
  - ISTAR

**Teacher Notes:**
# Social Studies Standard 3
## Geography

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.3.4 Identify familiar places (e.g., home, store, grandparent’s house). 3.20 Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest). F.3.21 Determine what type of clothing to wear based on the weather. F.3.22 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing). F.3.30 Identify members of the family and their roles [relationship to the student]. F.3.37 Help with class routines that keep the classroom clean. F.3.38 Help adults with recycling empty containers at school. | - Community-based instruction  
- 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- Circle Time | | | |
| Best Practice Instructional Strategies: | | Possible Assessment Tools: | Formative:  
- ISTAR  
- Teacher made checklists  
- Teacher Observations | |
| | | Summative  
- ISTAR | | |
| Teacher Notes: | | | | |

## Best Practice Instructional Strategies:
- Community-based instruction
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Circle Time

## Possible Materials and Resources:
- ISTAR
- Teacher-made checklists
- Teacher observations

## Possible Assessment Tools:
- Formative: ISTAR, Teacher made checklists, Teacher observations
- Summative: ISTAR
### Social Studies Standard 5
#### Individuals, Society, and Culture

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| F.5.2 Identify own gender and that of others. F.5.6 Indicate that different families live in different housing. K.5.2 Identify individuals who are important in students’ lives — such as parents, grandparents, guardians, and teachers. | - Community-based instruction  
- 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice | | Formative:  
- ISTAR  
- Teacher made checklists  
- Teacher Observations | |
| | | | Summative  
- ISTAR | |

**Possible Materials and Resources:**

**Possible Assessment Tools:**

**Teacher Notes:**
# Social Sciences

**Level:** Middle School (grades 6-8)

## Science Standard 1

### The Nature of Science and Technology

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.3 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.</td>
<td><em>These are strategies for all indicators</em></td>
</tr>
</tbody>
</table>
| 2.1.1 Manipulate an object to gain additional information about it. | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling |
| 2.1.2 Use tools — such as thermometers, magnifiers, rulers, or measuring cups—to gain more information about objects. | |
| 2.1.7 Recognize ways that some materials — such as recycled paper, cans, and plastic jugs — can be used over again. | |
| 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. | |

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
</table>
| - Plants. A Learning Works  
- Mini-Unit Grade 1-4  
- [www.schoolexpress.com](http://www.schoolexpress.com)  
- 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. Frank Shaffer Grade 1-2  
- Measurement. Remedia Grades 1-2  
- Using the Standards Measurement. Frank Shaffer Publications – Gr. K  
- Our Environment: Thematic Unit.  
- Teacher Created Materials. Primary  
- Environment: Curriculum Based Hands on Activities. | - Observation with anecdotal records  
- Teacher made checklists  
- ISTAR  
- Portfolio |

### Teacher Notes:

- Formative: |
- Summative: |

*HBMSSC Standards-based Life Skills Curriculum*
<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>These are strategies for all indicators - Errorless Teaching, 1-on-1 instruction, Small group, Reinforcement, Cueing, Prompting, Repeated practice, Modeling</td>
<td>See above resources, Television News</td>
<td>Formative: - Observation with anecdotal records, Teacher made checklists</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td>Summative: - ISTAR, Portfolio</td>
<td></td>
</tr>
<tr>
<td>3.3.3 Observe and describe that the sun can be seen only in the daytime.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.6 Describe ways human beings protect themselves from adverse weather conditions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3.5 Observe that clouds and fog are made of tiny droplets of water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td>Best Practice Instructional Strategies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.4 Recognize that most living things need water, food, and air.</td>
<td><em>These are strategies for all indicators</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3.4.8 Recognize that some things people take into their bodies from the environment can hurt them and identify examples of such things. | • Errorless Teaching
• 1-on-1 instruction
• Small group
• Reinforcement
• Cueing
• Prompting
• Repeated practice
• Modeling |

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
</table>
| • See above resources | Formative:
• Observation with anecdotal records
• Teacher made checklists |

Summative:
• ISTAR
• Portfolio |

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
<th></th>
</tr>
</thead>
</table>
## Social Studies Standard 1

### History

<table>
<thead>
<tr>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1.4 Identify and order events that take place in a sequence.</td>
</tr>
<tr>
<td>1.1.3 Identify American songs and symbols.</td>
</tr>
<tr>
<td>1.1.5 Identify people and events observed in national celebrations and holidays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These are strategies for all indicators</em></td>
</tr>
<tr>
<td>- Errorless Teaching</td>
</tr>
<tr>
<td>- 1-on-1 instruction</td>
</tr>
<tr>
<td>- Small group</td>
</tr>
<tr>
<td>- Reinforcement</td>
</tr>
<tr>
<td>- Cueing</td>
</tr>
<tr>
<td>- Prompting</td>
</tr>
<tr>
<td>- Repeated practice</td>
</tr>
<tr>
<td>- Modeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- See above resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative:</td>
</tr>
<tr>
<td>- Observation with anecdotal records</td>
</tr>
<tr>
<td>- Teacher made checklists</td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>- ISTAR</td>
</tr>
<tr>
<td>- Portfolio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
### Social Studies Standard 2  
**Civics and Government**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.2.17 Identify the current President.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.2.5 Identify and follow school rules to ensure order and safety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 Give examples of people who have the authority* to make and enforce rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3 Identify examples of rules and laws.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Best Practice Instructional Strategies:

### Possible Materials and Resources:

### Possible Assessment Tools:
- Observation with anecdotal records
- Teacher made checklists

- ISTAR
- Portfolio

### Teacher Notes:

### Social Studies Standard 3  
**Geography**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.3.37 Help with and class routines that keep the classroom clean and safe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, and up/down.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3.2 Identify maps as ways of representing Earth and identify map symbols for land and water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.5 Identify the effect of seasonal changes on plants, animals, and people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.3 Locate the local community and the United States on maps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.4 ID places that are nearby or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Best Practice Instructional Strategies:

### Possible Materials and Resources:

### Possible Assessment Tools:
- Observation with anecdotal records
- Teacher made checklists

- ISTAR
- Portfolio

### Teacher Notes:
related to the local community.

<table>
<thead>
<tr>
<th>Social Studies Standard 5</th>
<th>Individuals, Society, and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>1.5.1 Identify one’s own individual talents, interests, and hobbies, as well as the talents and interests of others.</td>
<td></td>
</tr>
<tr>
<td>1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.</td>
<td></td>
</tr>
<tr>
<td>5.5.1 Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety.</td>
<td></td>
</tr>
<tr>
<td><strong>Best Practice Instructional Strategies:</strong></td>
<td><strong>Possible Materials and Resources:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Notes:</strong></td>
<td></td>
</tr>
</tbody>
</table>


### Social Sciences

**Level:** High School (grade 9-transition to adulthood)

<table>
<thead>
<tr>
<th>Science Standard 1</th>
<th>The Nature of Science and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td><strong>Best Practice Instructional Strategies:</strong></td>
</tr>
</tbody>
</table>
| 2.1.3 Describe objects as accurately as possible and compare observations with those of other people. | • 1:1 instruction  
• Small Group Instruction  
• Visual Aids  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Hands On Activities |
| 2.1.6 Use tools to investigate, observe, measure, design, and build things. | **Possible Materials and Resources:** |
| 3.1.6 Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live. | • [www.unitedstreaming.com](http://www.unitedstreaming.com)  
(online streaming videos – requires a subscription)  
• [www.lessonlocator.org](http://www.lessonlocator.org)  
(Indiana Academic Standards based lesson plans and assessments)  
• [www.marcopolo-education.org](http://www.marcopolo-education.org) Verizon Thinkfinity Lesson Plans  
• Read and Understand Science Activities Grades K-5 (Evan Moor Publishing)  
• [http://www.educationworld.com](http://www.educationworld.com) |
| 3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem. | **Possible Assessment Tools:** |
| 4.1.7 Discuss and give examples of how technology, such as computers and medicines, has improved the lives of many people. | **Formative:** |
| | • anecdotal records  
• teacher checklists  
• permanent products with rubric |
| **Teacher Notes:** | **Summative:** |
| | • ISTAR  
• Indiana Academic Standards Based Classroom Assessments  
• Portfolio |
## Science Standard 3
### The Physical Setting

| Indicators: | Best Practice Instructional Strategies: | Possible Materials and Resources: | Possible Assessment Tools: | Teacher Notes: |
|-------------|------------------------------------------|----------------------------------|---------------------------|-----------------
| 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. | 1:1 instruction | **www.unitedstreaming.com** (online streaming videos – requires a subscription) | Formative: |  |
| 2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as seasons, day and night. | Small Group Instruction | **www.lessonlocator.org** (Indiana Academic Standards based lesson plans and assessments) | Summative: |  |
| 2.3.2 Investigate, compare, and describe weather changes from day to day but recognize, describe, and chart the temperature. | Visual Aids | **www.marcopolo-education.org** Verizon Thinkfinity Lesson Plans |  |  |
| 2.3.6 Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas, to cook their food and warm their houses. | Reinforcement | Read and Understand Science Activities Grades K-5 (Evan Moor Publishing) |  |  |
| | Cueing | **http://www.educationworld.com**/ |  |  |
| | Prompting | **www.weather.com** |  |  |
| | Repeated Practice | **http://www.education.noaa.gov/tweather.html** |  |  |
| | Community Based Instruction | **http://www.weather.gov/om/edu/educ2.shtml** |  |  |
| | Hands On Activities |  |  |  |
## Science Standard 4 The Living Environment

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| 2.4.6 Observe and describe the different external features of people, such as size, shape, and color of hair, skin, and eyes. | • 1:1 instruction  
• Small Group Instruction  
• Visual Aids  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Hands On Activities | • [www.unitedstreaming.com](http://www.unitedstreaming.com)  
(online streaming videos – requires a subscription)  
• [www.lessonlocator.org](http://www.lessonlocator.org)  
(Indiana Academic Standards based lesson plans and assessments)  
• [www.marcopolo-education.org](http://www.marcopolo-education.org)  
Verizon Thinkfinity Lesson Plans  
• Read and Understand Science Activities Grades K-5 (Evan Moor Publishing)  
• [http://www.educationworld.com](http://www.educationworld.com) | • Formative  
• anecdotal records  
• teacher checklists  
• permanent products with rubric  

### Summative  
• ISTAR  
• Indiana Academic Standards Based Classroom Assessments  
• Portfolio | |
<table>
<thead>
<tr>
<th>Social Studies Standard 1</th>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| History                  | 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 inventors. | • 1:1 instruction  
• Small Group Instruction  
• Visual Aids  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Hands On Activities | • [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription)  
• [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
• [www.marcopolo-education.org](http://www.marcopolo-education.org) Verizon Thinkfinity Lesson Plans  
• [http://www.educationworld.com/](http://www.educationworld.com/) | **Formative:**  
• anecdotal records  
• teacher checklists  
• permanent products with rubric  
**Summative:**  
• ISTA  
• Indiana Academic Standards Based Classroom Assessments  
• Portfolio | |

<table>
<thead>
<tr>
<th>Social Studies Standard 2</th>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Civics and Government    | 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. 2.2.3 Identify community leaders, such as the city council or town board. | • 1:1 instruction  
• Small Group Instruction  
• Visual Aids  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated Practice  
• Community Based Instruction  
• Hands On Activities | • [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription)  
• [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
• [www.marcopolo-education.org](http://www.marcopolo-education.org) Verizon Thinkfinity Lesson Plans  
• [http://www.educationworld.com/](http://www.educationworld.com/) | **Formative:**  
• anecdotal records  
• teacher checklists  
• permanent products with rubric  
**Summative:**  
• ISTA  
• Indiana Academic Standards Based Classroom Assessments  
• Portfolio | |
3.2.3 Discuss the reasons why governments are needed and identify specific services that governments provide.

3.2.4 Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.

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, or territories.

### Social Studies Standard 3
### Geography

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 Explain the basic difference between a map* and a globe*.</td>
<td>• 1:1 instruction</td>
<td>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (online streaming videos – requires a subscription)</td>
<td>Formative:</td>
<td>Teacher Notes:</td>
</tr>
<tr>
<td>1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.</td>
<td>• Small Group Instruction</td>
<td>• <a href="http://www.lessonlocator.org">www.lessonlocator.org</a> (Indiana Academic Standards based lesson plans and assessments)</td>
<td>• <a href="http://www.marcopolo-education.org">www.marcopolo-education.org</a> Verizon Thinkfinity Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>2.3.1 Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.</td>
<td>• Visual Aids</td>
<td>• <a href="http://www.educationworld.com">www.educationworld.com</a></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local</td>
<td>• Reinforcement</td>
<td>• <a href="http://www.mapquest.com/">http://www.mapquest.com/</a></td>
<td>• <a href="http://www.mapquest.com/">ISTAR</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cueing</td>
<td>• Google Maps</td>
<td>Indiana Academic Standards Based Classroom Assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prompting</td>
<td>• Google Earth (download at Google.com)</td>
<td>• Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repeated Practice</td>
<td>• AAA Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community Based Instruction</td>
<td>• <a href="http://www.sheppardsoftware.co">http://www.sheppardsoftware.co</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
community.

2.3.6 Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.

4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities.

| m/states_experiment_drag-drop_oneState15s_500.html (placing the states on the map game) |
| http://www.rochedalss.eq.edu.au/mapp.htm (Pirate Treasure Hunt Game to reinforce cardinal Directions) |
| http://www.nationalgeographic.com/xpeditions/ National Geographic Expeditions website |

---

**Social Studies Standard 5**  
**Individuals, Society, and Culture**

| Indicators: 3.5.5 Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather information about the community. |
| Best Practice Instructional Strategies: |
| • 1:1 instruction |
| • Small Group Instruction |
| • Visual Aids |
| • Reinforcement |
| • Cueing |
| • Prompting |
| • Repeated Practice |
| • Community Based Instruction |
| • Hands On Activities |
| Possible Materials and Resources: |
| • www.unitedstreaming.com (online streaming videos – requires a subscription) |
| • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) |
| • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans |
| • http://www.educationworld.com/ |
| Possible Assessment Tools: |
| Formative: |
| • anecdotal records |
| • teacher checklists |
| • permanent products with rubric |
| Summative |
| • ISTAR |
| • Indiana Academic Standards Based Classroom Assessments |
| • Portfolio |
| Teacher Notes: |
Focus of Social Skills
within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life 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)
- 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

Primary (Grades K-2)
- Express feelings of self
- Appropriately respond to others
- Have an awareness of safety
- Work cooperatively
- Working independently
- Develop positive attitude towards self

Intermediate (Grades 3-5)
- 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
Middle School (Grades 6-8)
- 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

High School (Grades 9+)
- 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
## Social Skills

**Level:** Early Childhood (ages 3-5)

### Health Standard 3

**Students will demonstrate the ability to apply self-management skills**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
</table>
| PE and Health B.1.10 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing) | - 1-on-1 instruction  
- small group  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- modeling | - Songs  
- Play musical instruments  
- Finger-plays  
- Developmentally appropriate toys  
- Playground equipment  
- Hula hoops  
- Parachute  
- Super Duper Publications  
- Discovery Toys  
- Scholastic Books  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.licontalk.com](http://www.licontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
<p>| PE and Health B.3.5 Display protective responses | |<br />
| PE and Health F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult) |<br />
|</p>
<table>
<thead>
<tr>
<th>Teacher Notes:</th>
<th></th>
<th>Formative:</th>
<th>Summative:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | | ISTAR | ISTAR  
| | | ABLLS  
| | | Video portfolio | STAR (ProEd) |
| | | Teacher Made Checklist | STAR (ProEd) |
**Health Standard 5**

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

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE and Health B.1.12 Respond to an adult’s imitation of playful movement activity</td>
<td>1-on-1 instruction</td>
<td>Adaptive utensils</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td>PE and Health B.2.8 Imitate other’s expressions and actions</td>
<td>small group</td>
<td>Visual schedule</td>
<td>Daily data sheets</td>
<td></td>
</tr>
<tr>
<td>PE and Health B.3.13 Uses adults as resources</td>
<td>reinforcement</td>
<td>Variety of foods, textures</td>
<td>Anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td>Snack time</td>
<td>Teacher Made Checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td>Book: Just Take a Bite</td>
<td>STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td>Video Self-modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>modeling</td>
<td>Mirrors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>errorless learning</td>
<td>Toys</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>errorless learning</td>
<td>Super Duper Publications</td>
<td>ABLLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>visual schedules</td>
<td>Discovery Toys</td>
<td>Video portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholastic Books</td>
<td>STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.picsearch.com">www.picsearch.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.icontalk.com">www.icontalk.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.tinsnips.org">www.tinsnips.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.do2learn.com">www.do2learn.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.help4teachers.com/tips.htm">www.help4teachers.com/tips.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.dodea.edu/instruction/curriculum_special_ed/index.htm">www.dodea.edu/instruction/curriculum_special_ed/index.htm</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health Standard 6**

*Students will demonstrate the ability to implement decision-making and goal setting*
### Physical Education Standard 5
**Demonstrates responsible personal and social behavior**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE and Health F.1.4 Perform basic rhythmical skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions)</td>
<td>- 1-on-1 instruction &lt;br&gt; - small group &lt;br&gt; - reinforcement &lt;br&gt; - cueing &lt;br&gt; - prompting &lt;br&gt; - repeated practice &lt;br&gt; - modeling &lt;br&gt; - errorless learning &lt;br&gt; - Visual schedules</td>
<td>- Songs &lt;br&gt; - Play musical instruments &lt;br&gt; - group games – Who Took the Cookies?; Doggy Doggy Where’s Your Bone?; Musical Chairs &lt;br&gt; - CDs &lt;br&gt; - Videos &lt;br&gt; - Games &lt;br&gt; - Super Duper Publications &lt;br&gt; - Discovery Toys</td>
<td>- ISTAR &lt;br&gt; - Daily data sheets &lt;br&gt; - Anecdotal records &lt;br&gt; - Teacher Made Checklists &lt;br&gt; - STAR (ProEd)</td>
<td></td>
</tr>
</tbody>
</table>
### Physical Education Standard 6

**Demonstrates understanding and respect for differences among people**

**Indicators:**
- PE and Health B.1.3  Become aware of themselves as separate from others
- PE and Health F.5.1  Take turns during activities
- PE and Health F.5.2  Help others during activities.
- PE and Health F.5.4  Play cooperatively with others during activities.
- PE and Health F.5.5  Treat others with respect during physical activities.
- PE and Health F.5.6  Resolve conflicts in socially acceptable ways with adult support.

**Best Practice Instructional Strategies:**
- 1-on-1 instruction
- small group
- reinforcement
- cueing
- prompting
- repeated practice
- modeling
- errorless learning
- visual schedules

**Possible Materials and Resources:**
- Group games – Who Took the Cookies?; Doggy Doggy Where's Your Bone?;
- Developmentally appropriate toys
- Snack time
- Super Duper Publications
- Discovery Toys
- Scholastic Books
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Daily data sheets
  - Anecdotal records
  - Teacher Made Checklists
  - STAR (ProEd)

- Summative:
  - ISTAR
  - ABLLS
  - Video portfolio
  - STAR (ProEd)

**Teacher Notes:**

---

Early Childhood
# Social Skills

**Level:** Primary (grades K-2)

## Health Standard 3
**Students will demonstrate the ability to apply self-management skills**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| PE and Health F.3.2 Indicate enjoying activities. PE and Health F.3.3 Express both positive and negative feelings. | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Social Stories (Carol Gray)  
• The Social Skills Picture Book (Jed Baker) | Formative:  
• Teacher observation (teacher-made checklists)  
• ISTAR  
Summative:  
• ISTAR | |

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

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| PE and Health B.2.8 Appropriately respond to other’s expressions and actions PE and Health B.3.14 Show pride in physical/personal accomplishments. | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Social Stories  
• Photo Feelings Fun Deck | Formative:  
• Teacher observation (teacher-made checklists)  
• ISTAR  
Summative:  
• ISTAR | |
### Health Standard 6
Students will demonstrate the ability to implement decision-making and goal setting

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE and Health B.1.11 Show understanding of cause and effect and Health B.3.4 Combine discrete skills through repetition and practice. PE and Health B.3.12 Demonstrates awareness of rules for safety.</td>
<td>• 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • community-based instruction</td>
<td>• My School Day Social Skill Builder • Social Stories (Carol Gray) • Autism and PDD Social Skills Lessons • Survival Signs • Survival Signs Bingo Game---PCI</td>
<td>Formative: • Teacher observation (teacher-made checklists) • ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative: • ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

### Physical Education Standard 5
Demonstrates responsible personal and social behavior

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE K.5.2 Works cooperatively with others students regardless of personal differences.</td>
<td>• 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time</td>
<td>• Turn –Taking by RJ Cooper • Know the Code: Social Skills Card Game (Attainment Co, Inc ) • Social Stories</td>
<td>Formative: • Teacher observation (teacher-made checklists) • ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summative: • ISTAR</td>
<td></td>
</tr>
</tbody>
</table>
### Physical Education Standard 6

**Demonstrates understanding and respect for differences among people**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE K.6.1</td>
<td>• 1:1 instruction</td>
<td>• Know the Code: Social Skills Card Game (Attainment Co, Inc )</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• small group instruction</td>
<td></td>
<td>• Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reinforcement</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• peer modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE K.6.2</td>
<td>Example: Play cooperatively with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enjoy participation alone and with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Example: Play without interfering with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Notes:**
## Social Skills

**Level:** Intermediate (grades 3-5)

### Health Standard 3

**Students will demonstrate the ability to apply self-management skills**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| PE and Health F.3.1 Exhibit self-confidence while participating in activities. | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Autism and PDD Social Skills Lesson Books (Home, School, Community)  
• Social Stories (Carol Gray)  
• Early Childhood Skillstreaming  
• Photo Feelings Fun Deck | **Formative:**  
• Teacher observation (teacher made)  
• ISTAR  
**Summative:**  
• ISTAR | |
| PE and Health F.3.3 Express both positive and negative feelings appropriately. | | | |
| Health K.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates how to tell a friend or trusted adult their feelings when upset. | | | |

### Health Standard 5

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

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Health K.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to ask for | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting | • Visual Cue Cards  
• Turn –Taking by RJ Cooper  
• Know the Code: Social Skills Card Game (Attainment Co, Inc) | **Formative:**  
• Teacher observation (teacher made)  
• ISTAR  
**Summative:**  
• ISTAR | |
### Health Standard 6
**Students will demonstrate the ability to implement decision-making and goal setting**

<table>
<thead>
<tr>
<th>Indicators: PE and Health  F.2.5 Identify and solve problems through active explorations.</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
|  | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Community Skills game | Formative:  
• Teacher observation (teacher made)  
• ISTAR  
Summative:  
• ISTAR |  |  |

### Physical Education Standard 5
**Demonstrates responsible personal and social behavior**
### Intermediate

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| PE K.5.3 Follow simple directions when first directed.  
Example: Respond to teacher’s signals or verbal instructions.  
PE K.5.4 Follow the rules for simple games and activities.  
Example: When playing a simple game, the child follows the rules and participates successfully with the group. | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Community Skills Game  
• Turn –Taking by RJ Cooper  
• (computer program)  
• Know the Code: Social Skills Card Game (Attainment Co, Inc)  
• The Social Skills Picture Book (Jed Baker)  
• Role -Play | Formative:  
• Teacher observation (teacher made)  
• ISTAR  
Summative:  
• ISTAR | |

### Physical Education Standard 6

Demonstrates understanding and respect for differences among people

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| PE K.6.3 Treat playmates with respect. Example: Choose a variety of partners without arguing.  
Offer support and/or assistance to classmates.  
PE K.6.4 Resolve conflicts in socially accepted ways.  
Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions. | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• peer modeling  
• Circle Time | • Turn –Taking by RJ Cooper  
• Know the Code: Social Skills Card Game (Attainment Co, Inc)  
• The Social Skills Picture Book (Jed Baker)  
• Role -Play | Formative:  
• Teacher observation (teacher made)  
• ISTAR  
Summative:  
• ISTAR | |
# Social Skills

**Level:** Middle School (grades 6-8)

## Health Standard 3

**Students will demonstrate the ability to apply self-management skills**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 1.3.2</td>
<td>- Peer and teacher modeling</td>
<td>- The following materials and resources have sections for all of the social skills standards</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Errorless Teaching</td>
<td>- Thinking, Feeling and Behaving: An emotional Education Curriculum for Children Grades 1-6, Ann Vernon</td>
<td>- Street Survival Skills Questionnaire (SSSQ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 1-on-1 instruction</td>
<td>- The Tough Kid Social Skills Book, Rhode, Jenson &amp; Reavis</td>
<td>- Teacher created assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Small group</td>
<td>- Skillstreaming: The Elementary School Child, McGinnis and Goldstein</td>
<td>- Observation with anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reinforcement</td>
<td>- The Incredible 5- Point Scale, Buron and Curtis, AAPC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cueing</td>
<td>- Room 28: A social Language Program by LoGiudice and McConnell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Prompting</td>
<td>- That’s Life: Social Language by McConnell and LoGiudice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health 1.3.3</td>
<td>Demonstrate ways to avoid and seek help in threatening situations. Example: Demonstrates how to avoid fights with bullies by saying no, walking away, and telling a trusted adult.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Best Practice Instructional Strategies:**
- Peer and teacher modeling
- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling

**Possible Materials and Resources:**
- Thinking, Feeling and Behaving: An emotional Education Curriculum for Children Grades 1-6, Ann Vernon
- The Tough Kid Social Skills Book, Rhode, Jenson & Reavis
- Skillstreaming: The Elementary School Child, McGinnis and Goldstein
- The Incredible 5- Point Scale, Buron and Curtis, AAPC
- Room 28: A social Language Program by LoGiudice and McConnell
- That’s Life: Social Language by McConnell and LoGiudice

**Possible Assessment Tools:**
- Formative:
  - Street Survival Skills Questionnaire (SSSQ)
  - Teacher created assessments
  - Observation with anecdotal records
- Summative:
  - ISTAR
# Health Standard 5
Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health K.5.2</td>
<td>• Peer and teacher modeling</td>
<td>• Social Skills Strategies:</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Errorless Teaching</td>
<td>Book A and B by Gajweski,</td>
<td>Street Survival Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1-on-1 instruction</td>
<td>Hirn, Mayo</td>
<td>Questionnaire (SSSQ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small group</td>
<td>• Social Skills Lessons and</td>
<td>• Teacher created</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reinforcement</td>
<td>Activities by Ruth Begun</td>
<td>assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cueing</td>
<td>• Games: A That's Life Game:</td>
<td>• Observation with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prompting</td>
<td>What's up? LoGiudice and</td>
<td>anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repeated practice</td>
<td>McConnell, Lingui Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modeling</td>
<td>• The UnGame: Kids version</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Nonverbal Language Kit, by</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LoGiudice and Warner, Lingui</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Life Skills Games by PCI:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All About You #4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behavior skills #8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Skills #12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommended catalogs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lingui Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Super Duper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PCI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transition and Autism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library at TCEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General Ed Health Class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Assessment Tools:
- Summative:
  - ISTAR

Teacher Notes:

---

Middle School
| Health 1.5.5 | Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrates attentive listening skills by showing 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: Demonstrates 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 a trusted adult. |
| Health 1.5.7 | Demonstrate positive ways to resolve conflicts. Example: Demonstrates 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 for both persons. |
**Health Standard 6**  
**Students will demonstrate the ability to implement decision-making and goal setting**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Health 5.6.1 Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrates 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. | • Peer and teacher modeling  
• Errorless Teaching  
• 1-on-1 instruction  
• Small group  
• Reinforcement  
• Cueing  
• Prompting  
• Repeated practice  
• Modeling | | Formative: Street Survival Skills Questionnaire (SSSQ)  
• Teacher created assessments  
• Observation with anecdotal records | |
| Health K.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems. Example: Demonstrates the ability to identify healthy choices when designing a meal. | | | Summative:  
• ISTAR | |
| Health K.6.3 Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement. Example: Demonstrates 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. | | | |
### Physical Education Standard 5
**Demonstrates responsible personal and social behavior**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces. Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.</td>
<td>Peer and teacher modeling</td>
<td></td>
<td>Formative: Street Survival Skills Questionnaire (SSSQ)</td>
<td></td>
</tr>
<tr>
<td>PE 1.5.3 Follow rules and directions for all activities. Example: Participate in activities such as Simon Says.</td>
<td>Errorless Teaching</td>
<td></td>
<td>Teacher created assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-on-1 instruction</td>
<td></td>
<td>Observation with anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group</td>
<td></td>
<td>Summative: ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Assessment Tools:
- Street Survival Skills Questionnaire (SSSQ)
- Teacher created assessments
- Observation with anecdotal records
- ISTAR

### Possible Materials and Resources:

### Teacher Notes:

### Physical Education Standard 6
**Demonstrates understanding and respect for differences among people**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 2.6.4 Display cooperation with others when resolving conflicts. Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.</td>
<td>Peer and teacher modeling</td>
<td></td>
<td>Formative: Street Survival Skills Questionnaire (SSSQ)</td>
<td></td>
</tr>
<tr>
<td>PE 3.6.3 Encourage classmates who demonstrate difficulty with a skill. Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.</td>
<td>Errorless Teaching</td>
<td></td>
<td>Teacher created assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-on-1 instruction</td>
<td></td>
<td>Observation with anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group</td>
<td></td>
<td>Summative: ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Possible Assessment Tools:
- Street Survival Skills Questionnaire (SSSQ)
- Teacher created assessments
- Observation with anecdotal records
- ISTAR

### Possible Materials and Resources:

### Teacher Notes:
# Social Skills

**Level: High School (grade 9 to adulthood)**

## Health Standard 3

**Students will demonstrate the ability to apply self-management skills**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 4.3.1 Demonstrate how to apply skills to manage stress. Example: Demonstrates 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.</td>
<td>• Direct Instruction</td>
<td>• Social Skills Strategies - A social-emotional curriculum for adolescents (Available from Autism Resource Library)</td>
<td><strong>Formative:</strong></td>
<td><strong>Anecdotal Records</strong>&lt;br&gt;<strong>Teacher made checklists</strong>&lt;br&gt;<strong>Permanent product with rubric</strong></td>
</tr>
<tr>
<td></td>
<td>• 1:1 Instruction</td>
<td>• Be Cool – Coping with Difficult People – Coping with Anger (Available from Transition Library)</td>
<td><strong>Summative:</strong></td>
<td><strong>ISTAR</strong>&lt;br&gt;<strong>Portfolio</strong></td>
</tr>
<tr>
<td></td>
<td>• Role Playing</td>
<td>• Circles Curriculum (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Stories</td>
<td>• Stepping Stones: Life Skills for Career, Educational, and Personal Development – Stepping Stones to Better Health (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Video Modeling</td>
<td>• Life Skills Games #12 – Social Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small Group Discussion</td>
<td>• (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health 6.3.2 Demonstrate strategies to manage grief and anger. Example: Demonstrates the ability to identify feelings associated with grief and identify and use strategies to deal with grief such as talking with a friend or trusted adult and doing or creating something to honor the memory of the pet or person that has died (e.g., create a memory book)</td>
<td></td>
<td>• Know the Code: Learn Social Behaviors at School (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health 9.3.3 Demonstrate ways to avoid, reduce, and report threatening situations. Example: Demonstrates ways to avoid, reduce, and report sexual assault.</td>
<td></td>
<td>• People Smart: #1 Basic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**HBMSSC Standards-based Life Skills Curriculum**
### Health Standard 5

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

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Health 1.5.2 Describe characteristics needed to be a responsible friend and family member. Example: Describes a responsible friend and family member as a person who helps, shares, listens, and is kind and polite. | - Direct Instruction  
- 1:1 Instruction  
- Role Playing  
- Social Stories  
- Video Modeling  
- Small Group Discussion | - Being with People – (Available from transition library)  
- Autism & PDD Social Skills Lessons by Linguisystems (Available from Autism Resource Library)  
- DVD Social Thinking across the Home and School Day (Available from Autism Resource Library)  
- Be Cool – Coping with Difficult People (Available from Transition Library)  
- Social Skills Picture Books | - Formative:  
- Anecdotal Records  
- Teacher made checklists  
- Permanent product with rubric  
- Summative:  
- ISTAR  
- Portfolio | |
| Health 4.5.8 | Demonstrate nonviolent strategies to resolve conflicts. Example: Demonstrates 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 of self and others. Example: Demonstrates how to show respect through the way they act, talk, and touch. Demonstrates 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: Identifies 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: Demonstrates 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. |

By Jed Baker (Available from Autism Resource Library)
- Circles Curriculum (Available from the Transition Library)
- Worksheets for Teaching Social Thinking and Related Skills by Michelle Garcia Winner (Available from Autism Resource Library)
- United Streaming Videos – [www.unitedstreaming.com](http://www.unitedstreaming.com) (requires subscription)
- Video Series – Joining In: A Program for Teaching Social Skills (Available from Autism Resource Library)
- Mind Reading – Interactive Guide to Emotions by the University of Cambridge (Available from Autism Resource Library)
- Attainment’s Social Standards at School (Judy and Tom Kinney) (Available from Transition Library)
- Effective Listening Skills: Listening to What You Hear (Video) (Available from Transition Library)
- [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)
relationships. Examples:
Demonstrates 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 the speaker’s verbal and nonverbal communication. Demonstrates 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: Demonstrates the ability to match nonverbal communication with verbal communication to express care and concern for a friend or family member who has a problem. Demonstrates the ability to match verbal and nonverbal assertive communication skills to avoid or get away from threatening situations.

### Health Standard 6

**Students will demonstrate the ability to implement decision-making and goal setting**

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Health 2.6.2 Demonstrate the ability to apply a decision-making process to problems. Example: Demonstrates the ability to think about choices, identify what could happen as a result of each | - Direct Instruction  
- 1:1 Instruction  
- Role Playing  
- Social Stories | - Be Cool – Coping with Difficult People (Available from Transition Library)  
- United Streaming Videos [www.unitedstreaming.com](http://www.unitedstreaming.com) | - Anecdotal Records  
- Teacher made checklists  
- Permanent product | |
**High School**

choice, and make the best choice when deciding what to do when they are angry with another person.

**Health 8.6.1** Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrates the ability to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions related to physical activity.

**Health 8.6.3** Demonstrate the ability to set goals that address personal strengths, needs, and risks. Example: Demonstrates the ability to set short and long-term goals based on personal strengths, needs, and values.

<table>
<thead>
<tr>
<th>Video Modeling</th>
<th>(requires subscription)</th>
<th>with rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Discussion</td>
<td>Worksheets for teaching Social Thinking and Related Skills by Michelle Garcia Winner (Available from Autism Resource Library)</td>
<td>Summative:</td>
</tr>
<tr>
<td></td>
<td>Social Skills Strategies – A Social Emotional Curriculum for Adolescents (Available from Autism Resource Library)</td>
<td>• ISTAR</td>
</tr>
<tr>
<td></td>
<td>Preparing for Life by Jed Baker (Available from Autism Resource Library)</td>
<td>• Portfolio</td>
</tr>
<tr>
<td></td>
<td>Stepping Stones to Making Decisions and Setting Goals - A Life Skills Workbook for Career, Educational, and Personal Development (Available from Transition Library)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.lessonlocator.org">www.lessonlocator.org</a> (Indiana Academic Standards based lesson plans and assessments)</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Education Standard 5**

**Demonstrates responsible personal and social behavior**

**Indicators:**

- **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.
- **PE 2.5**. Follow teacher directives when

**Best Practice Instructional Strategies:**

- Direct Instruction
- 1:1 Instruction
- Role Playing
- Social Stories
- Video Modeling

**Possible Materials and Resources:**

- Be Cool – Coping with Difficult People (Available from Transition Library)
- Autism & PDD Social Skills Lessons by Linguisystems (Available from Autism

**Possible Assessment Tools:**

- Formative:
  - Anecdotal Records
  - Teacher made checklists
  - Permanent product with rubric

**Teacher Notes:**
### First Direct Instruction, Example: Respond to teacher’s directives, signals, and suggestions.

- PE 3.5.1 Demonstrate good sportsmanship in and out of class activities. Example: Accept losses in competition without whining or placing blame.

### PE 3.5.2 Recognize and avoid unsafe practices and situations. Example: Accept losses in competition without whining or placing blame.

### PE 3.5.2 Follow rules and safe practices in all class activities without being reminded. Example: Stop activity immediately upon signal from teacher.

### PE 6.5.1 Participate in cooperative activities in both a leadership and a follower role. Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.

### PE 6.5.2 Acknowledge and apply rules to situations to ensure personal and group safety. Example: Refrain from using equipment until instructed to do so by the teacher.

### PE 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities. Example: Anticipate potentially dangerous situations related to activity.

### Small Group Discussion

- Resource Library
  - DVD Social Thinking across the Home and School Day (Available from Autism Resource Library)
  - Social Skills Picture Books By Jed Baker (Available from Autism Resource Library)
  - [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)
  - [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription)
  - Safety Smart Video Series (Available from Transition Library)

### Summative:
- ISTAR
- Portfolio
Physical Education Standard 6  
**Demonstrates understanding and respect for differences among people**

<table>
<thead>
<tr>
<th>Indicator(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 2.6.1</td>
<td>Direct Instruction</td>
<td>• Be Cool – Coping with Difficult People (available from Transition Library)</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:1 Instruction</td>
<td>• <a href="http://www.lessonlocator.org">www.lessonlocator.org</a></td>
<td>• Anecdotal Records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role Playing</td>
<td>(Indiana Academic Standards based lesson plans and assessments)</td>
<td>• Teacher made checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Stories</td>
<td>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></td>
<td>• Permanent product with rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video Modeling</td>
<td>(online streaming videos – requires a subscription)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Discussion</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>PE 3.6.1</td>
<td>Demonstrate a tolerance for individual differences. Example: Choose to participate in an activity with someone from another country, race, or culture.</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>PE 5.6.1</td>
<td>Demonstrate positive attitude toward self and others through physical activity. e.g., Demonstrate and admiration for others by offering congratulations as appropriate. Example: Accept and respect the decisions of authority figures.</td>
<td>• <a href="https://transitionlibrary.org">Be Cool – Coping with Difficult People</a> (available from Transition Library)</td>
<td>• Portfolio</td>
<td></td>
</tr>
<tr>
<td>8.6.4</td>
<td>Resolve conflicts and accept decisions or judgments in socially accepted ways. Example: Accept and respect the decisions of authority figures.</td>
<td>• <a href="https://www.lessonlocator.org">www.lessonlocator.org</a> (Indiana Academic Standards based lesson plans and assessments)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Notes:**
Focus of Motor Skills
within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators. Practice and mastery of specific motor skills provide students the ability to physically navigate their worlds in order to:

- 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)
- 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

Primary (Grades K-2)
- 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

Intermediate (Grades 3-5)
- 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

Middle (Grades 6-8)
- 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

High (Grades 9+)
- 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

## Level: Early Childhood (ages 3-5)

### Gross Motor Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.1 Explore objects, people, and things by kicking, reaching, grasping, and pulling. Demonstrates reaching skills; Demonstrates grasping skills</td>
</tr>
<tr>
<td>B.1.5 Repeats a movement like a clap</td>
</tr>
<tr>
<td>B.1.10 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing). Claps or moves to a beat</td>
</tr>
<tr>
<td>B.2.1 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, and grasping an object. Controls head purposefully</td>
</tr>
<tr>
<td>B.2.3 Wiggle, bounce and kick. Kicks objects</td>
</tr>
<tr>
<td>B.3.1 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing. Demonstrates movement in a prone position; Demonstrates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Errorless teaching</td>
</tr>
<tr>
<td>• 1-on-1 instruction</td>
</tr>
<tr>
<td>• small group</td>
</tr>
<tr>
<td>• reinforcement</td>
</tr>
<tr>
<td>• cueing</td>
</tr>
<tr>
<td>• prompting</td>
</tr>
<tr>
<td>• repeated practice</td>
</tr>
<tr>
<td>• modeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developmentally appropriate toys/manipulatives</td>
</tr>
<tr>
<td>• Snack foods</td>
</tr>
<tr>
<td>• Songs (Jan Kitson, Raffi, Hap Palmer)</td>
</tr>
<tr>
<td>• Finger-plays</td>
</tr>
<tr>
<td>• Balls</td>
</tr>
<tr>
<td>• Playground equipment</td>
</tr>
<tr>
<td>• Balls</td>
</tr>
<tr>
<td>• Tunnel</td>
</tr>
<tr>
<td>• Play tent/house</td>
</tr>
<tr>
<td>• Mats</td>
</tr>
<tr>
<td>• Hoop</td>
</tr>
<tr>
<td>• Parachute</td>
</tr>
<tr>
<td>• Occupational/Physical therapy</td>
</tr>
<tr>
<td>• 6 in 1 play center</td>
</tr>
<tr>
<td>• Main Street Playhouse</td>
</tr>
<tr>
<td>• Tiger Hunt</td>
</tr>
<tr>
<td>• Bear Hunt</td>
</tr>
<tr>
<td>• Follow the Leader</td>
</tr>
<tr>
<td>• Children’s bats, golf clubs</td>
</tr>
<tr>
<td>• Learn to Move, Move to Learn: Dinosaurs (DVD and book)</td>
</tr>
<tr>
<td>(Autism Resource Center)</td>
</tr>
<tr>
<td>• Super Duper Publications</td>
</tr>
<tr>
<td>• Discovery Toys</td>
</tr>
<tr>
<td>• Creative Playthings</td>
</tr>
<tr>
<td>• <a href="http://www.communicationsymbols.com">www.communicationsymbols.com</a></td>
</tr>
<tr>
<td>• <a href="http://www.picsearch.com">www.picsearch.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• ISTAR</td>
</tr>
<tr>
<td>• Daily data sheets</td>
</tr>
<tr>
<td>• Anecdotal records</td>
</tr>
<tr>
<td>• Teacher Made Checklists</td>
</tr>
<tr>
<td>• Physical Therapy notes</td>
</tr>
<tr>
<td>• ABLLS</td>
</tr>
<tr>
<td>• STAR (ProEd)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative:</td>
</tr>
<tr>
<td>• Video portfolio</td>
</tr>
<tr>
<td>• Digital pictures</td>
</tr>
<tr>
<td>• ISTAR</td>
</tr>
<tr>
<td>• ABLLS</td>
</tr>
<tr>
<td>• STAR (ProEd)</td>
</tr>
</tbody>
</table>
### Early Childhood

<table>
<thead>
<tr>
<th>Movement in a supine position; Demonstrates stability and balance in an upright position; Demonstrates movement in an upright position; Crawls and creeps; Knee walks; Walks at an appropriate pace; Walks greater than 50 feet easily and with adequate speed; Walks with good posture; Runs; Climbs up and slides down the slide</th>
<th>F.1.1 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other). Kicks objects; Bounces on feet in attempt to jump; Jumps up with both feet clearing the floor</th>
</tr>
</thead>
</table>
| F.1.1 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance | - [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) |
### Early Childhood

<table>
<thead>
<tr>
<th>F.1.3</th>
<th>Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object). Releases objects; Catches objects; Throws/propels objects; Strikes objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1.4</td>
<td>Perform basic rhythmical skills alone</td>
</tr>
</tbody>
</table>

### Fine Motor Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.1</td>
<td>- Errorless teaching</td>
<td>- Developmentally appropriate toys/manipulatives</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 1-on-1 instruction</td>
<td>- Snack foods</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- small group</td>
<td>- Play musical instruments</td>
<td>- ABLIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reinforcement</td>
<td>- Songs</td>
<td>- Daily data sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- cueing</td>
<td>- Finger-plays</td>
<td>- Anecdotal records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- prompting</td>
<td>- Tunnel</td>
<td>Teacher Made Checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- repeated practice</td>
<td>- Hula-hoops</td>
<td>- Physical Therapy notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- modeling</td>
<td>- &quot;obstacle course&quot;</td>
<td>STAR (ProEd)</td>
<td></td>
</tr>
<tr>
<td>B.2.10</td>
<td>Turn pages in a book.</td>
<td>- puzzles</td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>B.2.12</td>
<td>Scribble with crayons or markers. Uses crayons, markers, pencils with assistance</td>
<td>- shape-sorter</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td>F.1.4</td>
<td>Perform basic rhythmical skills alone</td>
<td>- Giant Pegboard (Disc. Toys)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Early Childhood

| and/or with a partner, (e.g., 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 | • markers, crayons, pencils  
• eating utensils  
• balls  
• interactive CDs  
• Head, Shoulders, Knees, and Toes CD  
• Main Street Playhouse  
• Obstacle course  
• Glue, glue stick  
• Nesting cups  
• Measure up cups (Disc. Toys)  
• Curiosity Cubes (Disc. Toys)  
• Hide Inside Surprise (Disc. Toys)  
• [www.communicationsymbols.com](http://www.communicationsymbols.com)  
• [www.picsearch.com](http://www.picsearch.com)  
• [www.icontalk.com](http://www.icontalk.com)  
• [www.tinsnips.org](http://www.tinsnips.org)  
• [www.do2learn.com](http://www.do2learn.com)  
• [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
• [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) | • ABLLS  
• Video portfolio  
• Digital pictures  
• STAR (ProEd) |  
| F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult). Isolates one or two fingers | | |  
| F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses glue/glue stick with assistance | | |  
| F.2.5 Identify and solve problems through active explorations. Places shapes in a shape sorter/form board; Completes inset puzzles of 3 pieces | | |
## Motor Skills

**Level:** Primary (grades K-2)

### Gross Motor Skills

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
</table>
| **F.1.2** Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward). Walks backwards; Walks up and down various surfaces; Navigates stair steps | - Community-based instruction  
- 1:1 instruction  
- Small group instruction  
- Reinforcement  
- Cueing  
- Repeated practice  
- Prompting  
- Peer modeling | - Music and Movement CD’s (Greg and Steve, Jim Gill, Bean Bag Games)  
- Parachute  
- Low Balance Beam  
- Bean Bags | - Anecdotal records  
- Permanent product  
- Teacher observation (teacher-made checklists)  
- ISTAR | |
| **F.3.5** Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging). Swings, sways, bends, stretches and twists body; Jumps over line; Demonstrates movement skills that involve crossing the mid-line of the body | | | | |
| **K.3.1** Participate in moderate to vigorous physical activity during and after school. Example: Participate fully in physical education class | | | | |

---

**Best Practice Instructional Strategies:**
- Community-based instruction
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Repeated practice
- Prompting
- Peer modeling

**Possible Materials and Resources:**
- Music and Movement CD’s (Greg and Steve, Jim Gill, Bean Bag Games)
- Parachute
- Low Balance Beam
- Bean Bags

**Possible Assessment Tools:**
- Formative:
  - Anecdotal records
  - Permanent product
  - Teacher observation (teacher-made checklists)
  - ISTAR

- Summative:
  - ISTAR

**Teacher Notes:**
activities, and in unstructured play with friends, family, or through organized movement experiences for young children.

<table>
<thead>
<tr>
<th>Fine Motor Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators:</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>F.2.2  Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses crayons, markers, pencils independently; Uses dough/clay tools; Uses scissors</td>
</tr>
<tr>
<td>F.2.5  Identify and solve problems through active explorations. Completes and interlocking puzzle of 8 or more pieces</td>
</tr>
</tbody>
</table>

| Best Practice Instructional Strategies: |
| Community-based instruction |
| 1:1 instruction |
| Small group instruction |
| Reinforcement |
| Cueing |
| Repeated practice |
| Promoting |
| Peer modeling |

| Possible Materials and Resources: |
| Fine motor manipulatives |
| Scissors |
| Paper |
| Pencils/writing utensils |
| puzzles |

| Possible Assessment Tools: |
| Formative: |
| Anecdotal records |
| Permanent product |
| Teacher observation (teacher-made checklists) |
| ISTAR |
| Summative: |
| ISTAR |

Teacher Notes:
## Motor Skills
### Level: Intermediate (grades 3-5)

### Gross Motor Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1.1 Perform locomotor (traveling 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. Swings independently; Uses the seesaw with a partner; Climbs on playground equipment</td>
<td>Community Based Instruction, teaching, small groups, re-inforcers, cueing, repeated practice, prompting, peer modeling</td>
<td>Music and Movement CD's (Greg and Steve, Jim Gill, Bean Bag games), Parachute, low balance beam, bean bags</td>
<td>Formative: Teacher observations, Teacher made checklists, ISTAR</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td>Summative: ISTAR</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**
- Music and Movement CD's (Greg and Steve, Jim Gill, Bean Bag games)
- Parachute
- Low balance beam
- Bean bags

**Teacher Notes:**

*These are for all indicators*
## Fine Motor Skills

**Indicators:**

F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community Based Instruction</td>
<td></td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>• teaching</td>
<td></td>
<td>• Teacher observations</td>
<td></td>
</tr>
<tr>
<td>• small groups</td>
<td></td>
<td>• Teacher made checklists</td>
<td></td>
</tr>
<tr>
<td>• re-inforcers</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>• cueing</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**

- Teacher observations
- Teacher made checklists
- ISTAR

**Possible Assessment Tools:**

- Formative:
  - Teacher observations
  - Teacher made checklists
  - ISTAR

- Summative:
  - ISTAR
Intermediate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| upward and catches it, and jumps over a stationary object. Uses thumb and first two fingers to grasp eating utensils; Uses thumb and first two fingers to grasp writing utensils. | • repeated practice  
• prompting  
• peer modeling                                                |
| F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses glue/glue stick. |                                                  |
| F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging). Folds and tears paper. |                                                  |
# Motor Skills

**Level:** Middle School (grades 6-8)

## Gross Motor Skills

### Indicators:

**B.3.1** Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing. Performs the log roll

**1.1.3** 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. Catches medium sized objects in activities like Hot Potato.

**2.1.3** Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects. Example: Jump a self-twirled rope. Attempts to jump rope

**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. Performs simple dances to

### Best Practice Instructional Strategies:

- Peer and teacher modeling
- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling

### Possible Materials and Resources:

These are for all indicators.

- Participation in Physical Education classes
- Music and movement CD’s
- Music classes
- Balls, bats, Jump rope
- Life of the Party (dance video)
- Dance Dance Revolution (DDR)
- Stretch and Exercise routines

### Possible Assessment Tools:

**Formative:**
- Teacher created checklists
- Documented observation by teacher

**Summative:**
- ISTAR

### Teacher Notes:
Middle School

| music or rhythmic sounds;  
Dances/sways/taps  
toes/jumps/hops to music,  
alone or with others |

3.1.3 Utilize implements (bat,  
ball, racquet) combined with  
motor skills (movement  
skills) to perform specific  
skills.  
Example: Using a size  
appropriate bat, strike a ball  
that is thrown by a partner.

3.4.6 Participate in activities  
that enhance health related  
(healthy lifestyle) fitness on a  
regular basis.  
Example: Stretch lower back  
and hamstrings (muscles on  
the back of the thigh) for 60  
seconds per day.

### Fine Motor Skills

| Indicators:  
F.3.5 Attempt novel gross/fine  
motor and sensory activities  
(e.g., running, hopping,  
jumping, marching, throwing,  
catching, swinging). Turns  
keys, knobs and lids; Puts  
paperclips on paper |
|---|---|---|---|---|
| Best Practice Instructional  
Strategies: |
| Possible Materials and Resources:  
- Various locks and containers  
- Paper clips, keys  
- For fine motor strengthening:  
  - Perla beads  
  - Beads ¼”, ½”  
  - Thera putty  
  - Clothes pins  
  - Pegs(small keyhole) |
| Possible Assessment Tools:  
Formative:  
  - Teacher created checklists  
  - Documented observation by teacher  
Summative:  
  - ISTAR |
| Teacher Notes: |
## Motor Skills

**Level:** High School (grade 9 to adulthood)

### Gross Motor Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| 2.1.1       | Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently. Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot. Runs, walks, swings, sways, bends, and reaches to music | - Repeated practice  
- Direct Instruction  
- 1:1 instruction  
- Video Modeling  
- Enrollment in P.E. Courses (APE and Gen. Ed. P.E.)  
- Encourage extracurricular activities such as Special Olympics  
- Small Group Instruction | - Exercise Videos  
- Gen. Ed. P.E. curriculum  
- Music  
- Sports/Exercise Equipment  
- Exercise Log  
- Food/Nutrition curriculum  
- [www.americanheart.org](http://www.americanheart.org) American Heart Association Website  
- [www.mypyramid.gov](http://www.mypyramid.gov) Food Pyramid Website  
- Picture Choice Boards  
- [www.lessonlocator.org](http://www.lessonlocator.org) (Indiana Academic Standards based lesson plans and assessments)  
- [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription) | Formative:  
- anecdotal records  
- teacher checklists  
- permanent product with rubric  

Summative:  
- ISTAR  
- Portfolio |
| 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 the feet. Dribbles ball | | |
| 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. | |
| 4.3.2       | Demonstrate regular | | |

### Teacher Notes:

- Encourage extracurricular activities such as Special Olympics
- Small Group Instruction
- [www.americanheart.org](http://www.americanheart.org)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.lessonlocator.org](http://www.lessonlocator.org)
- [www.unitedstreaming.com](http://www.unitedstreaming.com)
<table>
<thead>
<tr>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation in health-related (healthy lifestyle) activities outside of class. Example: Participate in youth league soccer three afternoons a week.</td>
</tr>
<tr>
<td>4.3.3 Identify those activities that are considered to be lifetime activities. Example: List activities such as swimming, golf, hiking and jogging.</td>
</tr>
<tr>
<td>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. Example: Engage in simple games requiring manipulative skills.</td>
</tr>
<tr>
<td>6.3.3 Describe the elements of a healthy lifestyle. Example: List the benefits of leading an active life.</td>
</tr>
<tr>
<td>7.3.1 Select and participate in activities that will build their repertoire of lifetime activities. Example: Participate in primarily individual sports activities.</td>
</tr>
<tr>
<td>8.3.1 Choose health enhancing activities for leisure time.</td>
</tr>
</tbody>
</table>
High School

Example: Participate in a tennis match rather than playing video games.

<table>
<thead>
<tr>
<th>Fine Motor Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
</tr>
<tr>
<td>F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object). Grasps tools</td>
</tr>
<tr>
<td><strong>Best Practice Instructional Strategies:</strong></td>
</tr>
<tr>
<td>• Repeated Practice</td>
</tr>
<tr>
<td>• 1:1 instruction</td>
</tr>
<tr>
<td>• Direct Instruction</td>
</tr>
<tr>
<td>• Small Group Instruction</td>
</tr>
<tr>
<td>• Video Modeling</td>
</tr>
<tr>
<td><strong>Possible Materials and Resources:</strong></td>
</tr>
<tr>
<td>• Sports Equipment</td>
</tr>
<tr>
<td>• Assorted Tools</td>
</tr>
<tr>
<td>• [<a href="http://www.lessonlocator.org">www.lessonlocator.org</a>](<a href="http://www.lesson">http://www.lesson</a> locator.org) (Indiana Academic Standards based lesson plans and assessments)</td>
</tr>
<tr>
<td>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> (online streaming videos – requires a subscription)</td>
</tr>
<tr>
<td><strong>Possible Assessment Tools:</strong></td>
</tr>
<tr>
<td>Formative:</td>
</tr>
<tr>
<td>• anecdotal records</td>
</tr>
<tr>
<td>• teacher checklists</td>
</tr>
<tr>
<td>• permanent product with rubric</td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>• ISTAR</td>
</tr>
<tr>
<td>• Portfolio</td>
</tr>
<tr>
<td><strong>Teacher Notes:</strong></td>
</tr>
</tbody>
</table>
Focus of Functional Self-Help Skills within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Functional Self-Help Skills based on the Indiana Standards Tool for Alternate Reporting (ISTAR) and indicators in the areas of:

- Personal Care
- Independent Living skills
- Health Management
- Use of Common Tools and Devices
- Money Management
- Safety Practices
- Community Access

Early Childhood (Ages 3-5)
- 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
- With assistance practice safety drill procedures
- Remain seated during travel

Primary (Grades K-2)
- Feed self with fork
- Undress and dress self
- Wash hands, 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
Intermediate (Grades 3-5)
- 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

Middle School (Grades 6-8)
- 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 coins
- Use next dollar strategy
- Demonstrate safety
- Use community library and post office

High School (Grades 9+)
- Use clothing with fasteners and belt
- Demonstrate complete care for 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

### Level: Early Childhood (ages 3-5)

#### Personal Care Skills

**Indicator(s):**
- **Eating…**
  - Demonstrates swallowing
  - Reaches for an 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

**Best Practice Instructional Strategies**
- Errorless learning
- 1-on-1 instruction
- small group
- reinforcement
- cueing
- prompting
- repeated practice
- modeling
- task analysis

**Possible Materials and Resources:**
- Adapted eating tools/spoons
- Scoop bowls
- Finger foods
- Snack foods
- Placement templates
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - ABLLS
  - Daily data sheets
  - Teacher made checklists
  - Anecdotal records
  - Occupational Therapy notes
  - STAR (ProEd)
- Summative:
  - ISTAR
  - ABLLS
  - Video Portfolio
  - STAR (ProEd)

**Teacher Notes:**

**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

**Best Practice Instructional Strategies**
- Errorless learning
- 1-on-1 instruction
- small group
- reinforcement
- cueing
- prompting
- repeated practice
- modeling

**Possible Materials and Resources:**
- Student clothing
- Seasonal clothing
- Dress-Me-Up Mickey Mouse
- Dolls & clothing
- BoardMaker
- Picture This
- Fastener boards/boxes
- Discovery Chest (Disc. Toys)
- Fire Hose Set (Disc. Toys)
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - ABLLS
  - Daily data sheets
  - Checklists
  - Anecdotal records
  - Occupational Therapy notes
  - STAR (ProEd)
- Summative:
  - ISTAR
  - ABLLS
  - Video Portfolio
  - STAR (ProEd)
### Hygiene

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

#### Errorless learning
- 1-0n-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling

#### Songs
- Picture schedule
- BoardMaker
- Picture This
- Monkey Mouth (Disc. Toys)
- Sink
- Tissues
- Tooth brush
- Picture sequence
- Potty seats
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm

#### Formative:
- ISTAR
- ABLLS
- Daily data sheets
- Teacher made checklists
- Anecdotal records
- Occupational Therapy notes
- STAR (ProEd)

#### Summative:
- ISTAR
- ABLLS
- Video Portfolio
- STAR (ProEd)

### Toileting

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

#### Errorless learning
- 1-0n-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling

#### Books:
- Once Upon A Potty
- Everybody Poops
- BoardMaker
- Picture This
- Songs
- Toileting video
- Social stories
- Potty seats
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm

#### Formative:
- ISTAR
- ABLLS
- Daily data sheets
- Teacher made checklists
- Anecdotal records
- Occupational Therapy notes
- STAR (ProEd)

#### Summative:
- ISTAR
- ABLLS
## Independent Living Skills

### Indicators:
- **Personal information…**
  - Gives [first] name upon request

### Best Practice Instructional Strategies:
- Errorless learning
- 1-on-1 instruction
- small group
- reinforcement
- cueing
- prompting
- repeated practice
- modeling

### Possible Materials and Resources:
- Assistive devices
- Nametags/cards
- Digital pictures
- Songs
- Games
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm)

### Possible Assessment Tools:
- **Formative:**
  - ISTAR
  - ABLLS
  - Daily data sheets
  - Teacher made checklists
  - Anecdotal records
  - Occupational Therapy notes
  - STAR (ProEd)
- **Summative:**
  - ISTAR
  - ABLLS
  - Video Portfolio
  - STAR (ProEd)

### Teacher Notes:
- Household chores…
  - Turns faucets off and on with prompting
  - Follows procedures to clean up space
  - Errorless learning
  - 1-on-1 instruction
  - small group
  - reinforcement
  - cueing
  - prompting
  - repeated practice
  - modeling
  - Task picture schedule
  - Snack mats, utensils
  - Toys
  - Manipulatives
  - Visual sequence
  - [www.communicationsymbols.com](http://www.communicationsymbols.com)
  - [www.picsearch.com](http://www.picsearch.com)
  - [www.icontalk.com](http://www.icontalk.com)
  - [www.tinsnips.org](http://www.tinsnips.org)
  - Formative:
    - ISTAR
    - ABLLS
    - Daily data sheets
    - Teacher made checklists
    - Anecdotal records
    - Occupational Therapy notes
## Use of Common Tools and Devices

### Indicators:
- Transfers materials with a spoon
- Uses simple toys appropriately

### Best Practice Instructional Strategies:
- Errorless teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Integrated play groups

### Possible Materials and Resources:
- Developmentally Appropriate toys/games
- Sand/rice table
- Snack foods
- Cooking activities
- Utensils
- Play dough
- Book: Teaching Play Skills

### Possible Assessment Tools:
- ISTAR
- ABLLS
- Video Portfolio
- STAR (ProEd)

### Teacher Notes:
### Early Childhood

| • modeling |
| - [www.picsearch.com](http://www.picsearch.com) |
| - [www.icontalk.com](http://www.icontalk.com) |
| - [www.tinsnips.org](http://www.tinsnips.org) |
| - [www.do2learn.com](http://www.do2learn.com) |
| - [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm) |
| - [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) |
| checklists |
| - Anecdotal records |
| - Occupational Therapy notes |
| - STAR (ProEd) |

### Community Access

#### Indicators:
- **Transportation**...
  - Remains seated during travel

#### Best Practice Instructional Strategies:
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Cartooning
- Social stories
- Video self-modeling

#### Possible Materials and Resources:
- Social story
- Videotaping
- Picture schedule
- Book: Going to School
- [www.communicationsymbols.com](http://www.communicationsymbols.com)
- [www.picsearch.com](http://www.picsearch.com)
- [www.icontalk.com](http://www.icontalk.com)
- [www.tinsnips.org](http://www.tinsnips.org)
- [www.do2learn.com](http://www.do2learn.com)
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm)

#### Possible Assessment Tools:

##### Formative:
- ISTAR
- ABLLS
- Daily data sheets
- Teacher made checklists
- Anecdotal records
- Occupational Therapy notes
- STAR (ProEd)

##### Summative:
- ISTAR
- ABLLS
- Video Portfolio
- STAR (ProEd)

#### Teacher Notes:
**Functional Self-Help Skills**

**Level:** Primary (grades K-2)

### Personal Care Skills

#### Indicators:

**Eating…**
- Drinks from a straw
- Returns cup to table without spilling
- Uses thumb and two or more fingers to grasp eating utensils
- Feeds self with form
- Opens milk cartons
- Carries tray or plate without assistance
- Follows procedure to clean up space after eating

**Dressing…**
- Takes off pullover/front opening garments
- Removes pants/shorts without fasteners
- Puts on socks
- Puts on shoes
- Puts on t-shirt, dress, or sweater with no fasteners
- Puts on pants/shorts with elastic waist
- Puts on coat or jacket
- Puts on mittens
- Unfastens snaps

#### Best Practice Instructional Strategies:

- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Community based instruction
- Shaping
- Picture prompting system
- Visual supports

#### Possible Materials and Resources:

- Utensils
- Cafeteria
- Community restaurants
- Kitchen
- Classroom jobs

#### Possible Assessment Tools:

**Formative:**
- Teacher observation (teacher-made checklists)
- ISTAR
- Task analysis

**Summative:**
- ISTAR
- Task analysis

#### Teacher Notes:

**Eating…**
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Community based instruction
- Shaping
- Picture prompting system
- Visual supports

**Dressing…**
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Community based instruction
- Shaping
- Picture prompting system
- Visual supports

- Clothing
- Dressing vests
- Dressing dolls
- OT dressing cube
### 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

<table>
<thead>
<tr>
<th>1:1 instruction</th>
<th>small group instruction</th>
<th>reinforcement</th>
<th>cueing</th>
<th>prompting</th>
<th>repeated practice</th>
<th>visual supports</th>
<th>toothbrush &amp; toothpaste tissue</th>
</tr>
</thead>
</table>

**Formative:**
- Teacher observation
  (teacher-made checklists)
- ISTAR
- task analysis

**Summative:**
- ISTAR
- task analysis

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

<table>
<thead>
<tr>
<th>1:1 instruction</th>
<th>small group instruction</th>
<th>reinforcement</th>
<th>cueing</th>
<th>prompting</th>
<th>repeated practice</th>
<th>visual supports</th>
<th>scheduling chart</th>
<th>bathroom</th>
<th>social stories</th>
<th>training toilet paper</th>
<th>toilet targets</th>
</tr>
</thead>
</table>

**Formative:**
- Teacher observation
  (teacher-made checklists)
- ISTAR
- task analysis

**Summative:**
- ISTAR
- task analysis

### Independent Living Skills

#### Indicators:
**Personal information**
- Gives last name upon request
- Gives age upon request
- Gives gender upon request

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- modeling
- Community based instruction
- role playing

**Possible Materials and Resources:**
- sentence strips
- toy telephone
- wallet with personal information

**Possible Assessment Tools:**
- Formative:
  - Teacher observation
    (teacher-made checklists)
  - ISTAR
- Summative:
  - -STAR

**Teacher Notes:**
### Primary

**Food preparation**
- Attempts pouring and stirring ingredients
  - 1:1 instruction
  - small group instruction
  - reinforcement
  - cueing
  - prompting
  - repeated practice
  - visual supports
- adapted recipes
  - Cooking to Learn (PCI)
  - adapted utensils
  - powerlink (for switches)
  - kitchenware
- Formative:
  - Teacher observation (teacher-made checklists)
  - ISTAR
- Summative:
  - ISTAR

**Household chores**
- Turns faucets off and on
- Wipes tables
  - 1:1 instruction
  - small group instruction
  - reinforcement
  - cueing
  - prompting
  - repeated practice
  - picture/auditory prompting systems
  - visual supports
- cleaning materials
  - classroom jobs
- Formative:
  - Teacher observation (teacher-made checklists)
  - ISTAR
- Summative:
  - ISTAR

### Health Management Skills

**Indicators:**
- Identifies helping professionals in the medical field
- Actively participates in class activities
- Participates in a variety of age-developmentally appropriate physical activities

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- community based instruction

**Possible Materials and Resources:**
- community helper flashcards
- Edmark safety cards/workbooks
- social stories

**Possible Assessment Tools:**
- Formative:
  - Teacher observation (teacher-made checklists)
  - ISTAR
- Summative:
  - ISTAR
  - task analysis

**Teacher Notes:**
## Use of Common Tools and Devices

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses simple items appropriately [e.g., scissors, stapler]</td>
<td>• 1:1 instruction</td>
<td>Play dough tools</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>• Uses a rolling pin to flatten material</td>
<td>• small group instruction</td>
<td>play kitchen</td>
<td>• Teacher observation</td>
<td></td>
</tr>
<tr>
<td>• Uses a hammer to pound in objects</td>
<td>• reinforcement</td>
<td>classroom jobs</td>
<td>(teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>• Uses utensils to eat</td>
<td>• cueing</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

## Money Management

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes that money is exchanged for wants and needs</td>
<td>• 1:1 instruction</td>
<td>token economy</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• small group instruction</td>
<td>cash register</td>
<td>• Teacher observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reinforcement</td>
<td></td>
<td>(teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• community based instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• role playing/pretend play</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Safety Practices

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates appropriate use of playground equipment</td>
<td>• 1:1 instruction</td>
<td>• Safety signs</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>• Turns on lights when in the dark</td>
<td>• small group instruction</td>
<td>• social stories</td>
<td>• Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>• Recognizes and responds to emergency alarms</td>
<td>• reinforcement</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>• Locates EXIT signs</td>
<td>• cueing</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td>• ISTAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• visual supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• community based instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Community Access

<table>
<thead>
<tr>
<th>Indicators: Transportation...</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilizes a seatbelt</td>
<td>• 1:1 instruction</td>
<td>• cue cards</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• small group instruction</td>
<td></td>
<td>• Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reinforcement</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td>• ISTAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• community-based instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilizes community resources...</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks for assistance from the school librarian</td>
<td>• 1:1 instruction</td>
<td>• cue cards</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>• Finds books in the school library</td>
<td>• small group instruction</td>
<td></td>
<td>• Teacher observation (teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>• Checks out school library material</td>
<td>• reinforcement</td>
<td></td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td>• ISTAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Functional Self-Help Skills

**Level:** Intermediate (grades 3-5)

## Personal Care Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| **Eating…** | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice  
• community based instruction  
• shaping  
• picture prompting system  
• visual supports | • utensils  
• cafeteria  
• community restaurants  
• kitchen | Formative:  
• ISTAR  
• Teacher observations  
• Teacher made checklists  
Summative:  
• ISTAR | |
| Gets drink from faucet  
Uses thumb and first two fingers to grasp eating utensils  
Spreads with knife  
Opens plastic wrappers and containers | | |
| **Dressing…** | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice  
• community based instruction  
• shaping  
• picture prompting system  
• visual supports | • clothing  
• dressing vests  
• Dressing dolls  
• OT dressing cube | Formative:  
• ISTAR  
• Teacher observations  
• Teacher made checklists  
Summative:  
• ISTAR | |
| Takes off pullover/front opening garments  
Removes pants/shorts with fasteners  
Puts shoes on correct feet  
Puts on pants/shorts including fastening  
Gets clothes right-side out, front and back correct  
Unfastens buttons  
Fastens snaps | | |
| **Hygiene…** | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• prompting  
• repeated practice | • toothbrush & toothpaste  
• tissue | Formative:  
• ISTAR  
• Teacher observations  
• Teacher made checklists  
Summative:  
• ISTAR | |
## Independent Living Skills

**Indicators:**
- *Personal information…*
  - Gives home phone number [including area code] upon request
  - Gives complete birthday upon request
  - Gives home city
  - Gives home state
  - Gives school name

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- community based instruction
- shaping
- picture prompting system
- visual supports

**Possible Materials and Resources:**
- sentence strips
- toy telephone
- wallet with personal information
- Fanny pack

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher observations
  - Teacher made checklists

  **Summative:**
  - ISTAR

**Teacher Notes:**

### Food preparation…
- Gathers needed food and equipment

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher observations
  - Teacher made checklists

  **Summative:**
  - ISTAR

**Teacher Notes:**

### Toileting…
- Urinates in toilet
- Voids bowels in toilet
- Wipes self
- Locates and uses gender appropriate bathroom

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- community based instruction
- shaping
- picture prompting system
- visual supports

**Possible Materials and Resources:**
- safety signs and symbols
- scheduling chart
- social stories
- training toilet paper
- toilet targets

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher observations
  - Teacher made checklists

  **Summative:**
  - ISTAR
### Intermediate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strategy</th>
<th>Checklists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes hands before handling food</td>
<td>prompting, repeated practice, community based instruction, shaping, picture prompting system, visual supports</td>
<td>Summative: ISTAR</td>
</tr>
<tr>
<td>Pours and stirs ingredients</td>
<td>powerlink (to adapt appliances w/switch), kitchenware, classroom jobs</td>
<td></td>
</tr>
<tr>
<td>Opens simple packages, plastic wrappers and containers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Household chores…</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets table</td>
<td>1:1 instruction, small group instruction, reinforcement, cueing, prompting, repeated practice, community based instruction, shaping, picture prompting system, visual supports</td>
<td>Formative: ISTAR, Teacher observations, Teacher made checklists, Summative: ISTAR</td>
</tr>
<tr>
<td>Clears table</td>
<td>classroom jobs, social stories, imaginative play, personal checklists, picture schedules, labels</td>
<td></td>
</tr>
<tr>
<td>Rinses dirty dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hangs clothes on hook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purposely places belongings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates possessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps personal area organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Management Skills</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Indicators:
- Participates in a variety of [age-/ developmentally appropriate] physical activities

#### Best Practice Instructional Strategies:
- 1:1 instruction
- Small group instruction
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Community based instruction
- Shaping
- Picture prompting system
- Visual supports

#### Possible Materials and Resources:
- Social stories

#### Possible Assessment Tools:
- **Formative:** ISTAR, Teacher observations, Teacher made checklists
- **Summative:** ISTAR

#### Teacher Notes:
## Use of Common Tools and Devices

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| - Uses simple items appropriately [e.g., paper punch, pencil sharpener]  
- Answers the telephone appropriately  
- Appropriately greets a caller on the phone  
- Uses technology for entertainment  
- Uses toys and games appropriately | - 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- community based instruction  
- shaping  
- picture/auditory prompting systems  
- visual supports  
- role playing | - structured leisure activities  
- classroom jobs  
- play phone  
- social stories | - ISTAR  
- Teacher observations  
- Teacher made checklists | |

## Money Management

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| - Exchanges money in real-life situations | - 1:1 instruction  
- small group instruction  
- reinforcement  
- cueing  
- prompting  
- repeated practice  
- community based instruction  
- shaping  
- picture prompting system  
- visual supports  
- next dollar strategy | - token economy  
- cash register  
- board games  
- play money | - ISTAR  
- Teacher observations  
- Teacher made checklists | |
## Safety Practices

**Indicators:**
- Practices caution around steps and stairs
- Avoids hot surfaces and substances

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- community based instruction
- shaping
- picture prompting system
- visual support

**Possible Materials and Resources:**
- safety signs and symbols (Edmark)

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher observations
  - Teacher made checklists
- Summative:
  - ISTAR

### Teacher Notes:

## Community Access

**Indicators:**
*Transportation…*
- Boards and leaves school bus safely

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- prompting
- repeated practice
- community based instruction
- shaping
- picture prompting system
- visual support

**Possible Materials and Resources:**
- social stories
- Cue Cards

**Possible Assessment Tools:**
- Formative:
  - ISTAR
  - Teacher observations
  - Teacher made checklists
- Summative:
  - ISTAR

### Teacher Notes:
**Intermediate**

<table>
<thead>
<tr>
<th>Utilizes community resources…</th>
<th>1:1 instruction</th>
<th>Formative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks for assistance from the community librarian</td>
<td>• small group instruction</td>
<td>• ISTAR</td>
</tr>
<tr>
<td></td>
<td>• reinforcement</td>
<td>• Teacher observations</td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td>• Teacher made checklists</td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td>Summative:</td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td>• ISTAR</td>
</tr>
<tr>
<td></td>
<td>• community based instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• shaping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• picture prompting system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• visual supports</td>
<td></td>
</tr>
</tbody>
</table>
## Functional Self-Help Skills

**Level:** Middle School (grades 6-8)

### Personal Care Skills

<table>
<thead>
<tr>
<th>Indicators: Eating...</th>
<th>Best Practice Instructional Strategies: (These strategies can be used for all indicators)</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools: (These assessment tools can be used for all the indicators)</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuts with knife</td>
<td>• Errorless Teaching</td>
<td>• Knife (start with plastic work up to real)</td>
<td>Formative: • observation with anecdotal records, teacher created task analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1-on-1 instruction</td>
<td>• Play dough</td>
<td>Summative: • ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Backward chaining</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators: Dressing...</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ties shoelaces</td>
<td>• Shoes, gloves, pants, shirts,</td>
<td>• Shirts</td>
<td>Formative: • observation with anecdotal records, teacher created task analysis</td>
<td></td>
</tr>
<tr>
<td>Puts on gloves</td>
<td>• Manipulative boards</td>
<td></td>
<td>Summative: • ISTAR</td>
<td></td>
</tr>
<tr>
<td>Engages zipper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fastens buttons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators: Hygiene...</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes and dries face</td>
<td>• Wash cloth, soap, towel, Kleenex, brush, comb</td>
<td>• Transition library videos, Attainment’s Personal Success book</td>
<td>Formative: • observation with anecdotal records, teacher created task analysis</td>
<td></td>
</tr>
<tr>
<td>Wipes own nose</td>
<td></td>
<td></td>
<td>Summative: • ISTAR</td>
<td></td>
</tr>
<tr>
<td>Brushes/combs hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**
- Knife (start with plastic work up to real)
- Play dough

**Possible Assessment Tools:**
- Formative:
  - observation with anecdotal records
  - teacher created task analysis
- Summative:
  - ISTAR
### Middle School

**Toileting…**
- Takes care of gender-specific needs (for females)

**Formative:**
- Transition library videos, female supplies, Attainment’s Personal Success book

**Summative:**
- observation with anecdotal records
- teacher created task analysis

### Independent Living Skills

#### Indicators:

**Personal information…**
- Gives street number
- Gives street name
- Gives parents' names upon request
- Gives school name

#### Best Practice Instructional Strategies:
- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Backward chaining

#### Possible Materials and Resources:
- Computer,
- writing worksheet,
- sentence strip with printed information
- Having a card with information

#### Possible Assessment Tools:
- observation with anecdotal records
- teacher created task analysis

#### Teacher Notes:

**Food preparation…**
- Identifies food served at breakfast, lunch, and dinner
- Stores food properly
- Opens packages, plastic wrappers and containers
- Rinses fresh fruits or

- Pictures or actual food items to sort into categories
- Cooking activities
- Baggies, Tupperware, refrigerator, freezer
- Fruit and vegetables, sink
- Attainment’s Look ‘n Cook Microwave,
Middle School

| vegetables | Cooking to Learn 1 & 2,  
The Cooking Kit (C.K. Enterprises)  
Basic Cooking and Nutrition for Special Students (Jean Bunnell, J Weston Walsh, publisher) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple preparation instructions; i.e. heating in microwave, making sandwich</td>
<td></td>
</tr>
</tbody>
</table>

*Household chores…*
- Washes dishes
- Puts dishes away
- Dusts furniture
- Cleans [room] fixtures
- Cleans appliances
- Puts dirty laundry in hamper
- Put clean laundry away

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Rags, cleaning supplies  
Attainment’s Personal Success Book  
Laundry hamper or basket  
Classroom chores | |

### Health Management Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in a variety of [age- / developmentally appropriate] physical activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | Errorless Teaching  
1-on-1 instruction  
Small group  
Reinforcement  
Cueing  
Prompting  
Repeated practice  
Modeling  
Backward chaining | | | |
| | | Weight room  
Gym  
exercise videos/ DVD’s  
General Ed Physical Ed classes (Wellness) | Formative:  
observation with anecdotal records  
teacher created task analysis | Formative:  
observation with anecdotal records  
teacher created task analysis | |
| | | | Summative:  
ISTAR | | |

**Teacher Notes:**
## Use of Common Tools and Devices

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses simple items appropriately [e.g., keys and locks]</td>
<td>- Errorless Teaching</td>
<td>- Lockers</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>- Uses common measuring tools in correct context</td>
<td>- 1-on-1 instruction</td>
<td>- Padlock</td>
<td>- observation with anecdotal records</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates how to place an emergency call using a telephone</td>
<td>- Small group</td>
<td>- Cabinets</td>
<td>- teacher created task analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reinforcement</td>
<td></td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cueing</td>
<td>- using a teacher created practice board.</td>
<td></td>
<td>ISTAR</td>
</tr>
<tr>
<td></td>
<td>- Prompting</td>
<td>- Above mentioned cooking books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Repeated practice</td>
<td>- Hammer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Modeling</td>
<td>- Screwdriver</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Backward chaining</td>
<td>- Nails</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- teacher created practice board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- telephone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Money Management

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follows a written/pictorial grocery list</td>
<td>- Errorless Teaching</td>
<td>- all above mentioned cooking materials</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>- Locates items in the store</td>
<td>- 1-on-1 instruction</td>
<td>- grocery ads</td>
<td>- observation with anecdotal records</td>
<td></td>
</tr>
<tr>
<td>- Orders own meals when eating out</td>
<td>- Small group</td>
<td>- Menu’s, Menu math</td>
<td>- teacher created task analysis</td>
<td></td>
</tr>
<tr>
<td>- Attempts to count money and check math</td>
<td>- Reinforcement</td>
<td>- Grocery store</td>
<td>Summative:</td>
<td>ISTAR</td>
</tr>
<tr>
<td>- Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</td>
<td>- Cueing</td>
<td>- Restaurant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use real money to decide whether there is enough money to make a purchase.</td>
<td>- Prompting</td>
<td>- Real Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Repeated practice</td>
<td>- Touch Money,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Modeling</td>
<td>- Money Bingo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Backward chaining</td>
<td>- Money flash cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attainment Money Station,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Next dollar shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grocery Store Game,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menu Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Market Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calculator, Coinulator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Safety Practices

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Avoids potentially harmful substances&lt;br&gt;• Remains quiet and orderly in emergency situations&lt;br&gt;• Demonstrates procedures for contacting emergency response team</td>
<td>• Errorless Teaching&lt;br&gt;• 1-on-1 instruction&lt;br&gt;• Small group&lt;br&gt;• Reinforcement&lt;br&gt;• Cueing&lt;br&gt;• Prompting&lt;br&gt;• Repeated practice&lt;br&gt;• Modeling&lt;br&gt;• Backward chaining</td>
<td>• Safety in and Around the home cards&lt;br&gt;• use pictures and words such as caution, poison, danger, keep out, do not enter&lt;br&gt;• (Edmark Functional Word Series- Safety words)</td>
<td>Formative: observation with anecdotal records&lt;br&gt;teacher created task analysis</td>
<td></td>
</tr>
</tbody>
</table>

## Community Access

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation…&lt;br&gt;• Carries personal identification when traveling</td>
<td>• Errorless Teaching&lt;br&gt;• 1-on-1 instruction&lt;br&gt;• Small group&lt;br&gt;• Reinforcement&lt;br&gt;• Cueing&lt;br&gt;• Prompting&lt;br&gt;• Repeated practice&lt;br&gt;• Modeling&lt;br&gt;• Backward chaining</td>
<td>• Personal identification card&lt;br&gt;• Checklist for preparing to leave&lt;br&gt;• Attainments Community Success</td>
<td>Formative: observation with anecdotal records&lt;br&gt;teacher created task analysis</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Assessment Tools:
- Formative:
  - observation with anecdotal records
  - teacher created task analysis
- Summative:
  - ISTAR

### Possible Assessment Tools:
- Formative:
  - observation with anecdotal records
  - teacher created task analysis
- Summative:
  - ISTAR
### Middle School

**Utilizes community resources…**  
- Finds books in the [community] library  
- Finds tapes or CDs at the [community] library  
- Checks out [community] library material  
- Prepares a letter for the mail  
- Puts letter in mailbox  

---  

**Attainments Community Success**  
- Public Library, Post office  
- Social story giving steps for checking out at the library.  
- Have a purpose for writing, to communicate something such as invitation, thank you note, etc.  
- Addresses of friends or relatives  
- address an envelope  
- computer  
- envelope, stamps
## Functional Self-Help Skills

### Level: High School (grade 9 to adulthood)

#### Personal Care Skills

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| **Dressing**... | - Repeated Practice  
- Direct Instruction  
- 1:1 Instruction  
- Video Modeling | - Video Modeling  
- Picture Prompts  
- Peer Modeling  
- Hygiene Checklist  
- Adapted Devices as necessary  
- Personal Success Life Skills Games – Looking Good #5 (available from Transition Library)  
- First Impressions Video Series – Dress (available from Transition Library) | - Formative:  
  - anecdotal records  
  - teacher checklists  
  - permanent product with rubric  
  - Street Survival Skills Questionnaire (Available from Transition Library)  
- Summative:  
  - ISTAR | - Teacher Notes: |
| | **Hygiene...** | - Covers nose when sneezing  
- Covers mouth when coughing  
- Locates all needed supplies for bathing  
- Bathes or showers  
- Washes hair  
- Cares for own nails  
- Uses deodorant  
- Uses razor/shaver  
- Uses dental floss  
- Dries hair | - Video Modeling  
- Picture Prompts  
- Peer Modeling  
- Hygiene Checklist  
- Adapted Devices as necessary  
- Personal Success Looking Good (available from Transition Library)  
- First Impressions Module 1 – Hygiene (available from Transition Library)  
- First Impressions Module 2 – Grooming (available from Transition Library)  
- Life Skills Curricula Series | - Formative:  
  - anecdotal records  
  - teacher checklists  
  - permanent product with rubric  
  - Street Survival Skills Questionnaire (Available from Transition Library)  
- Summative:  
  - ISTAR |
### Toileting…
- Takes care of gender-specific needs [for males]

**Best Practice Instructional Strategies:**
- Repeated Practice
- Direct Instruction
- 1:1 Instruction

**Possible Materials and Resources:**
- Social Stories
- Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism

**For Possible Assessment Tools:**
- Formative:
  - anecdotal records
  - teacher checklists
  - permanent product with rubric
  - Street Survival Skills Questionnaire (Available from Transition Library)
  - task analysis

**Summative:**
- ISTAR
- Portfolio

### Independent Living Skills

**Indicators:**
- Gives complete address upon request
- Gives zip code
- Gives country
- Gives school name

**Best Practice Instructional Strategies:**
- Repeated Practice
- Direct Instruction
- 1:1 Instruction
- Mock Job Interviews

**Possible Materials and Resources:**
- State ID card
- Practice Job Applications
- Life Skills Game - #2 You Tell Me (available from Transition Library)
- Make and/or use Flash Cards

**For Possible Assessment Tools:**
- Formative:
  - anecdotal records
  - teacher checklists
  - permanent product with rubric
  - Street Survival Skills Questionnaire (Available from Transition Library)
  - Task Analysis

**Summative:**
- ISTAR
**High School**

<table>
<thead>
<tr>
<th><strong>Food preparation</strong>…</th>
<th><strong>Best Practice Instructional Strategies:</strong></th>
<th><strong>Possible Materials and Resources:</strong></th>
<th><strong>For Possible Assessment Tools:</strong></th>
<th><strong>Teacher Notes:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chooses nutritious food</td>
<td>• Community Based Instruction</td>
<td>• Food Pyramid</td>
<td>• anecdotal records</td>
<td></td>
</tr>
<tr>
<td>• Restricts intake of unhealthy foods</td>
<td>• Repeated Practice</td>
<td>• Cooking to Learn (PCI)</td>
<td>• teacher checklists</td>
<td></td>
</tr>
<tr>
<td>• Regulates quantity of foods consumed</td>
<td>• Direct Instruction</td>
<td>• Kitchen Access and Kitchen supplies</td>
<td>• permanent product with rubric</td>
<td></td>
</tr>
</tbody>
</table>
| • Monitors freshness and disposes of spoiled food | • 1:1 Instruction | • Online Videos (Google videos) | • Street Survival Skills Questionnaire  
(Available from Transition Library) | |
| • Prepares simple packaged foods | • Video Modeling | • Life Skills Curricula Series – Home Cooking (available from Transition Library) | • task analysis | |
| • Pours and stirs ingredients without spilling | • Lab Demonstrations | • Life Skills Curricula Series – Select A Meal (available from Transition Library) | | |
| • Measures ingredients accurately | | • www.unitedstreaming.com  
(online streaming videos – requires a subscription) | | |
| • Uses appliances with prompting and supervision | | | | |

<table>
<thead>
<tr>
<th><strong>Household chores</strong>…</th>
<th><strong>Best Practice Instructional Strategies:</strong></th>
<th><strong>Possible Materials and Resources:</strong></th>
<th><strong>For Possible Assessment Tools:</strong></th>
<th><strong>Teacher Notes:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selects appropriate cleaning products and supplies</td>
<td>• Video Modeling</td>
<td>• Social Stories</td>
<td>• anecdotal records</td>
<td></td>
</tr>
<tr>
<td>• Cleans floor</td>
<td>• 1:1 instruction</td>
<td>• Video</td>
<td>• teacher checklists</td>
<td></td>
</tr>
</tbody>
</table>
| • Adjusts temperature for use | • In-School Jobs | • www.unitedstreaming.com  
(online streaming videos – requires a subscription) | • permanent product with rubric | |
| • Cleans bathroom fixtures, i.e. faucets | • Adapt activity as needed | | • Street Survival Skills Questionnaire  
(Available from Transition Library) | |
<p>| • Cleans toilet | | | • task analysis | |
| • Cleans sink | | | | |
| • Empties trash | | | | |
| • Cleans mirrors | | | | |
| • Sorts-laundry | | | | |</p>
<table>
<thead>
<tr>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>according to color</td>
<td></td>
</tr>
<tr>
<td>Folds laundry</td>
<td></td>
</tr>
<tr>
<td>Hangs clothes on hanger</td>
<td></td>
</tr>
<tr>
<td>Operates washing machine</td>
<td></td>
</tr>
<tr>
<td>Operates clothes dryer</td>
<td></td>
</tr>
<tr>
<td>Calls for repairs</td>
<td></td>
</tr>
</tbody>
</table>

### Health Management Skills

#### Indicators:
- Follows medication schedule as prescribed
- Participates in a variety of age-appropriate physical activities
- Develops outdoor and lifelong leisure pursuits
- Identifies personal health fitness goals

#### Best Practice Instructional Strategies:
- Repeated Practice
- Direct Instruction
- 1:1 Instruction
- Community Based Instruction

#### Possible Materials and Resources:
- Watch with Alarm
- Fitness Journal
- Daily Schedule
- Physical Education Courses
- Remedia Life Skills - Exercise
- [www.unitedstreaming.com](http://www.unitedstreaming.com) (online streaming videos – requires a subscription)

#### Possible Assessment Tools:
- Formative:
  - student/parent report
  - anecdotal records
  - teacher checklists
  - permanent product with rubric
  - Street Survival Skills Questionnaire (Available from Transition Library)

#### Summative:
- ISTAR

#### Teacher Notes:

---

### Health Management Skills

#### Indicators:
- Manages medication as prescribed
- Calls a doctor or hospital when ill or hurt

#### Best Practice Instructional Strategies:
- Repeated Practice
- Direct Instruction
- 1:1 Instruction

#### Possible Materials and Resources:
- Emergency information card
- Medical Alert Bracelet
- Phone Book

#### Possible Assessment Tools:
- Formative:
  - student/parent report
  - anecdotal records
  - teacher checklists

#### Teacher Notes:
<table>
<thead>
<tr>
<th>Use of Common Tools and Devices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>- Uses simple items appropriately; e.g., vacuums, wrench, hammer, nail, screwdriver, combination lock</td>
<td></td>
</tr>
<tr>
<td>- Dials given telephone numbers appropriately</td>
<td></td>
</tr>
<tr>
<td>- Receives information using a telephone and takes a simple message</td>
<td></td>
</tr>
<tr>
<td><strong>Best Practice Instructional Strategies:</strong></td>
<td></td>
</tr>
<tr>
<td>- Repeated Practice</td>
<td></td>
</tr>
<tr>
<td>- Direct Instruction</td>
<td></td>
</tr>
<tr>
<td>- 1:1 Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Materials and Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>- Simple Items</td>
<td></td>
</tr>
<tr>
<td>- Phone</td>
<td></td>
</tr>
<tr>
<td>- Phonebook</td>
<td></td>
</tr>
<tr>
<td>- Message Pad</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Assessment Tools:</strong></td>
<td></td>
</tr>
<tr>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>- anecdotal records</td>
<td></td>
</tr>
<tr>
<td>- teacher checklists</td>
<td></td>
</tr>
<tr>
<td>- permanent product with rubric</td>
<td></td>
</tr>
<tr>
<td>- Street Survival Skills Questionnaire (Available from Transition Library)</td>
<td></td>
</tr>
<tr>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>- ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Money Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicators:</strong></td>
<td></td>
</tr>
<tr>
<td>- Accepts when things cannot be afforded</td>
<td></td>
</tr>
<tr>
<td>- Prepares a grocery list</td>
<td></td>
</tr>
<tr>
<td><strong>Best Practice Instructional Strategies:</strong></td>
<td></td>
</tr>
<tr>
<td>- Repeated Practice</td>
<td></td>
</tr>
<tr>
<td>- Direct Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Materials and Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>- Grocery Ads</td>
<td></td>
</tr>
<tr>
<td>- Menus from Local Restaurants</td>
<td></td>
</tr>
<tr>
<td>- Menu Math</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Assessment Tools:</strong></td>
<td></td>
</tr>
<tr>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>- anecdotal records</td>
<td></td>
</tr>
<tr>
<td>- teacher checklists</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Notes:</strong></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| - Reads label/freshness date  
- Demonstrates the ability to shop in a department store  
- Orders and pays for own meals when eating out [and calculates tip]  
- Recognizes, counts, and exchanges money in real-life situations  
- Understands how to write a check  
- Understands how to fill out deposit slips  
- Understands how to balance checkbook |
| - 1:1 Instruction  
- Community Based Instruction |
| - Market Math  
- Touch Money  
- Vocab Cards  
- Coin Flip and Dollar Flip books  
- Computer to prepare grocery list  
- Tip Chart  
- U-Scan lane  
- An Introduction to Intelligent Money Management - Video (available from Transition Library)  
- Budget Town (Game) (available from Transition Library)  
- Dollars & Sense – CD Rom (available from Transition Library)  
- Money Station (Box Set) (available from Transition Library)  
- Managing your Personal Finances (Linx Ed Publishing)  
- Show me the Money - Understanding Your Paycheck (available from Transition Library)  
- Managing Your Personal Finances (Linx Ed. Publishing)  
- Money Matters – Basic Money Management  
- Managing Your Personal Finances (Linx Ed. Publishing)  
- Extra Credit – Understanding Do’s and Don’ts of Using Credit (available from Transition Library)  
- Life Skills Games #9 – Money |
| - permanent product with rubric  
- Street Survival Skills Questionnaire (Available from Transition Library)  
- observation documentation |
| Summative:  
- ISTAR |
## Safety Practices

### Indicators:
- Demonstrates appropriate use of work equipment
- Avoids unknown animals
- Maintains activities in own space without interfering with others’ spaces
- Demonstrate steps to follow if lost
- Refuses and reports advances by strangers [and acquaintances]
- Looks both ways before crossing a street or a parking lot
- Indicates an understanding of the proper time to cross a street
- Demonstrates awareness of potential dangers in crossing the street

### Best Practice Instructional Strategies:
- Repeated Practice
- Direct Instruction
- 1:1 Instruction
- Video Modeling
- Community Based Instruction

### Possible Materials and Resources:
- Survival Signs
- Role Playing
- Emergency Contact Card
- Life Skills Games #10-Safety Skills (available from Transition Library)
- Safety Smart – 1-Avoiding Hazards and Preventing Accidents (Videos)
- How to Be Safe at Home
- How to Be Safe as a Pedestrian
- How to be Safe Using Transportation (available from Transition Library)
- Safety Smart – 2 – Getting Emergency Help
- How to use Fire

### For Possible Assessment Tools:
**Formative:**
- observation documentation
- anecdotal records
- teacher checklists
- permanent product with rubric
- Street Survival Skills Questionnaire (Available from Transition Library)

**Summative:**
- ISTAR

### Teacher Notes:
<table>
<thead>
<tr>
<th>Department Resources</th>
<th>How to Contact and Interact with Police</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How to access Free Health Care</td>
</tr>
<tr>
<td></td>
<td>How to Get Help From the Pharmacy</td>
</tr>
<tr>
<td></td>
<td>(available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Community Environment</td>
</tr>
</tbody>
</table>

### Community Access

<table>
<thead>
<tr>
<th>Indicators: Transportation…</th>
<th>Best Practice Instruction Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>For Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Repeated Practice</td>
<td>Money</td>
<td>Formative:</td>
</tr>
<tr>
<td></td>
<td>Direct Instruction</td>
<td>Emergency Card</td>
<td>- anecdotal records</td>
</tr>
<tr>
<td></td>
<td>1:1 Instruction</td>
<td>Bus route information</td>
<td>- teacher checklists</td>
</tr>
<tr>
<td></td>
<td>Video Modeling</td>
<td>Hamilton County Express</td>
<td>- permanent product with</td>
</tr>
<tr>
<td></td>
<td>Community Based Instruction</td>
<td></td>
<td>rubric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilizes community resources…</th>
<th>1:1 Instruction</th>
<th>Possible Materials and Resources:</th>
<th>Formative:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video Modeling</td>
<td>Packages to send</td>
<td>- anecdotal records</td>
</tr>
<tr>
<td></td>
<td>Community Based Instruction</td>
<td>Addresses</td>
<td>- teachers checklists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UPS Store</td>
<td>- permanent product with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post Office</td>
<td>rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fed. Ex. Store</td>
<td>- Street Survival Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire (Available from Transition Library)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
<th>Summative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Notes:</th>
<th>Summative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
</tbody>
</table>

- Utilizes public transportation
- Boards and leaves public transportation safely

- Prepares and sends packages

- Repeated Practice
- Direct Instruction
- 1:1 Instruction
- Video Modeling
- Community Based Instruction

- Packages to send
- Addresses
- UPS Store
- Post Office
- Fed. Ex. Store

- Repeated Practice
- Direct Instruction
- 1:1 Instruction
- Video Modeling
- Community Based Instruction

- Packages to send
- Addresses
- UPS Store
- Post Office
- Fed. Ex. Store
## Managing Living Options …
- Identifies needs in a living situation

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1 Instruction</td>
<td>Ads</td>
</tr>
<tr>
<td>Community Based Instruction</td>
<td>Apartment Guides</td>
</tr>
<tr>
<td>Video Modeling</td>
<td>Steps to Independent Living Skills – Life Skills Curricula Series – Keeping House (available from Transition Library)</td>
</tr>
</tbody>
</table>

### Formative:
- anecdotal records
- teacher checklists
- permanent product with rubric
- Street Survival Skills Questionnaire (Available from Transition Library)

### Summative:
- ISTAR
- Portfolio

## Community Access

### Indicators:
**Managing Living Options …**
- Determines which living option best serves personal needs
- Identifies living options in ads
- Visits apartments available for rent
- Compares living options
- Reviews a lease
- Enters into a housing agreement

### Best Practice Instructional Strategies:
- 1:1 Instruction
- Community Based Instruction
- Video Modeling

### Possible Materials and Resources:
- Apartment Renting 101 (Transition Library)
- Apartment guide

### For Possible Assessment Tools:
**Formative:**
- anecdotal records
- teacher checklists
- permanent product with rubric
- Street Survival Skills Questionnaire (Available from Transition Library)

**Summative:**
- ISTAR
- Portfolio

### Teacher Notes:
Focus of Vocational Skills
within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life 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 explorations
- Personal finance
- Technology

Indicators were obtained from the Indiana Academic Standards, ISTAR Continua, and the Indiana Preschool Foundations. Indicators were chosen based on the typical developmental and cognitive-functioning levels of students served within the life skills classrooms. The indicators and skills included within the vocational area of the curriculum are the key basic skills needed by these students as they transition work towards community independence.

Early Childhood (Ages 3-5)
- Complete activities with prompting
- Practice calming strategies
- Explore and pretend occupations
- Play with money
- Use technology for play

Primary (Grades K-2)
- Complete tasks/activities as directed
- Show awareness of jobs and work within the classroom
- Know the difference between wants and needs
- Use technology appropriately

Intermediate (Grades 3-5)
- Demonstrate appropriate communication on the job
- Demonstrate preferences for jobs
- Demonstrate the concept of “work to earn”
- Use technology to store and gain information

Middle School (Grades 6-8)
- Demonstrate awareness of behaviors necessary to gain desired career
- Begin to make economic decisions
- Use technology to create useful documents

High School (Grades 9+)
- 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

**Level:** Early Childhood (ages 3-5)

## Vocational Behavioral Expectations

| Indicators: IUSIG K-2.2.5 Doing one’s best.  
- Participate in adult-directed task  
- Complete tasks/activities as directed with prompting  
IUSIG K-2.3.5 Practice calming strategies with assistance | Best Practice Instructional Strategies:  
- 1-on-1 instruction  
- errorless teaching  
- small group  
- reinforcement  
- cueing  
- repeated practice  
- modeling  
- video self modeling  
- role playing  
- videoing | Possible Materials and Resources:  
- Picture schedule  
- Developmentally appropriate toys/manipulatives  
- Sensory area  
- Coconns  
- Board maker  
- Social skills materials  
- Books: When my autism gets too big; When my worries get too big  
- [www.communicationsymbols.com](http://www.communicationsymbols.com)  
- [www.picsearch.com](http://www.picsearch.com)  
- [www.icontalk.com](http://www.icontalk.com)  
- [www.tinsnips.org](http://www.tinsnips.org)  
- [www.do2learn.com](http://www.do2learn.com)  
- [www.help4teachers.com/tips.htm](http://www.help4teachers.com/tips.htm)  
- [www.dodea.edu/instruction/curriculum/special_ed/index.htm](http://www.dodea.edu/instruction/curriculum/special_ed/index.htm) | Possible Assessment Tools:  
- Formative:  
- ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal records  
- Teacher made checklists  
- Product/performance assessed by rubrics, rating scale  
- STAR (ProEd)  
- Summative:  
- ABLLS  
- ISTAR  
- Portfolio  
- STAR (ProEd)  

## Career Exploration

| Indicators: IUSIG K-2.2.1 Pretend to play one or more basic occupations (e.g., firefighter, police, mail carrier, doctor) they find interesting.  
IUSIG K-2.2.3 Discuss Pretend to play basic occupations held by adults in their community.  
CPS 3.2.1 Explore basic occupations in the community | Best Practice Instructional Strategies:  
- 1-on-1 instruction  
- errorless teaching  
- small group  
- reinforcement  
- cueing  
- repeated practice  
- modeling  
- role playing | Possible Materials and Resources:  
- Dress-up clothes  
- Play Vet/doctor kit  
- Play firefighter/police kit  
- Field trips  
- Community helpers match-up cards  
- Fire house hero set (Disc. Toys)  
- Main Street Playhouse (Disc. Toys) | Possible Assessment Tools:  
- Formative:  
- ABLLS  
- ISTAR  
- Daily data sheets  
- Anecdotal records  
- Checklists  
- STAR (ProEd)  
- Summative:  
- ABLLS  

**Teacher Notes:**
### Early Childhood

(e.g., farm visit, dentist visit/demonstration)
CPS 5.1.1 Associate items with community careers (e.g., firetruck with firefighter, stethoscope with doctor, badge/hat with police officer)

- play based instruction
- Integrated play groups

- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm
- Super Duper Publications
- Discovery Toys
- Creative Playthings

- ISTAR
- Portfolio
- STAR (ProEd)

### Personal Finance

**Indicators:**
Math F.6.18 Imitate use of an adult tool [play money, charge card, cash register in play]
BMS-PFE 4.1.7 Play with piggy banks
Social Studies B.4.1 Choose between two or more alternatives.
Social Studies F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.

**Best Practice Instructional Strategies:**
- 1-on-1 instruction
- errorless teaching
- small group
- reinforcement
- cueing
- repeated practice
- modeling
- play based instruction
- role playing

**Possible Materials and Resources:**
- Play cash register & accessories
- Piggy bank
- BoardMaker visual supports
- Picture This visual supports
- Play food, groceries
- Play shopping cart
- Table/chair set
- Play telephone
- Restaurant dress-up (i.e. hats)
- www.communicationsymbols.com
- www.picsearch.com
- www.icontalk.com
- www.tinsnips.org
- www.do2learn.com
- www.help4teachers.com/tips.htm
- www.dodea.edu/instruction/curriculum/special_ed/index.htm
- Creative Playthings
- Discovery Toys

**Possible Assessment Tools:**
Formative:
- ABLLS
- ISTAR
- Daily data sheets
- Anecdotal records
- Teacher made checklists
- Product/performanc e assessed by rubrics, rating scale
- STAR (ProEd)

Summative:
- ABLLS
- ISTAR
- Portfolio
- STAR (ProEd)

**Teacher Notes:**
### Early Childhood

#### Technology

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| BMS-T 1.1.1 Use hardware and peripherals. Turn computer on or switch on/off | • 1-on-1 instruction  
• errorless teaching  
• small group  
• reinforcement  
• cueing  
• repeated practice  
• modeling  
• role playing | • Toy camera  
• PC & games  
• Assistive devices/switches  
• Computer games – JumpStart, Reader Rabbit, Blue’s Clues, Dora the Explorer  
• Head phones  
• Intelli-Keys  
• Assistive Technology as needed  
• www.communicationsymbols.com  
• www.picsearch.com  
• www.icontalk.com  
• www.tinsnips.org  
• www.do2learn.com  
• www.help4teachers.com/tips.htm  
• www.dodea.edu/instruction/curriculum/special_ed/index.htm  
• Super Duper Publications  
• Linguasystems, Inc. | Formative:  
• ABLLS  
• ISTAR  
• Daily data sheets  
• Anecdotal records  
• Teacher made checklists  
• Product/performanc e assessed by rubrics, rating scale  
• STAR (ProEd) | Summative:  
• ABLLS  
• ISTAR  
• portfolio  
• STAR (ProEd) |
# Career/Vocational Skills

**Level:** Primary (grades K-2)

## Vocational Behavioral Expectations

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.5</td>
<td>1:1 instruction</td>
<td>You Tell Me-Game 2 (PCI)</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td>IUSIG 3-5.3.23</td>
<td>small group instruction</td>
<td></td>
<td>(teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reinforcement</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>peer modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IUSIG K-2.3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-CE 4.1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate good listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate ability to “try again”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after a setback or failure.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Career Exploration

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.1</td>
<td>1:1 instruction</td>
<td>Visual timer</td>
<td>Teacher observation</td>
<td></td>
</tr>
<tr>
<td>IUSIG K-2.2.3</td>
<td>small group instruction</td>
<td>Job Board</td>
<td>(teacher-made checklists)</td>
<td></td>
</tr>
<tr>
<td>CPS 1.1.2</td>
<td>reinforcement</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>peer modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 1.1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate preference for classroom jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify community helpers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin work in a timely manner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Personal Finance

**Indicators:**
- BMS-PFE 1.1.1 Recognize that money is exchanged for wants and needs.
- Social Studies B.4.3 Demonstrate awareness of activities that can satisfy people's wants.
- Social Studies B.4.4 Assist and use money in purchasing goods.

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- repeated practice
- prompting
- peer modeling
- community-based instruction
- token economy

**Possible Materials and Resources:**
- Money
- Play money
- Play cash register

**Possible Assessment Tools:**
- Formative:
  - Teacher observation
  - (teacher-made checklists)
- ISTAR
- Task analysis

**Teacher Notes:**

### Technology

**Indicators:**
- BMS-T 1.1.9 Use mouse, touch screen, input devices) to input information.
- BMS-T 1.1.11 Use the icon/GUI (graphical user interface) of the operating system to launch and operate software.
- BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology use policy (e.g., not banging the mouse on the desk/table, striking the keyboard appropriately, keeping liquids away from the keyboard)

**Best Practice Instructional Strategies:**
- 1:1 instruction
- small group instruction
- reinforcement
- cueing
- repeated practice
- prompting
- peer modeling

**Possible Materials and Resources:**
- Computer
- Touch screen
- One-click mouse
- Inteli-keys
- Picture icons

**Possible Assessment Tools:**
- Formative:
  - Teacher observation
  - (teacher-made checklists)
- ISTAR

**Teacher Notes:**
- Summative:
  - ISTAR
# Career/Vocational Skills

**Level:** Intermediate (grades 3-5)

## Vocational Behavioral Expectations

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.5 Demonstrate awareness of punctuality, and doing one's best.</td>
<td>• 1:1 instruction</td>
<td>• Visual Timer</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>BMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills for school job and the community.</td>
<td>• small group instruction</td>
<td>• Fitting In and Having Fun (Social Skills Training) <a href="http://www.tdsocialskills.com">www.tdsocialskills.com</a></td>
<td>Teacher observation (Teacher made checklists)</td>
<td></td>
</tr>
<tr>
<td>BMS-CE 3.1.14 Express thoughts and ideas using various forms of communication (e.g., oral, written, and nonverbal).</td>
<td>• reinforcement</td>
<td>• Social stories</td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• cueing</td>
<td>• Autism and PDD software (categories and basic questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• peer modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Circle Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Career Exploration

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.1 Demonstrate preference for school jobs</td>
<td>• 1:1 instruction</td>
<td>• Visual Timer</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.5 Demonstrate proper dining etiquette</td>
<td>• small group instruction</td>
<td>• Job board</td>
<td>Teacher observation (Teacher made checklists)</td>
<td></td>
</tr>
<tr>
<td>CPS 5.1.1 Participate in a school-approved community service project</td>
<td>• reinforcement</td>
<td></td>
<td>ISTAR</td>
<td></td>
</tr>
<tr>
<td>BMS-CE 1.1.1 Identify personal likes and dislikes</td>
<td>• cueing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeated practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• prompting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• peer modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community-based instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Personal Finance
## Intermediate

<table>
<thead>
<tr>
<th>Indicators: BMS-PFE 1.1.2</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Apply opportunity costs and trade-offs to personal decision making through a token economy | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting  
• next dollar strategy  
• community-based instruction | • Social story | - Teacher observation  
(Teacher made checklists)  
- ISTAR | |

Social Studies F.4.5 Recognize that things have to be paid for with money and that sometimes you can’t buy what you want because you don’t have enough money.

Social Studies K.4.4 Give examples of work activities that people do at home.

## Technology

<table>
<thead>
<tr>
<th>Indicators: BMS-T 1.1.9</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| Use mouse, keyboard, touch screen, (input devices) to input information  
BMS-T 1.1.10 Use monitor, printer, and/or speakers (output devices) to review information.  
BMS-T 2.1.9 ID the variety of technologies used in society.  
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/or screen). | • 1:1 instruction  
• small group instruction  
• reinforcement  
• cueing  
• repeated practice  
• prompting | • Computer  
• Visual Timer  
• Intellikeys  
• Touchscreen  
• Model (to type from) | - Teacher observation  
(Teacher made checklists)  
- ISTAR | |

---

HBMSSC Standards-based Life Skills Curriculum
# Career/Vocational Skills

**Level:** Middle School (grades 6-8)

## Vocational Behavioral Expectations

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.5 Demonstrate punctuality, and doing one’s best.</td>
<td>• Errorless Teaching</td>
<td>• Transition Library Job skill materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 2.1.2 Identify consequences of behavior related to future careers</td>
<td>• 1-on-1 instruction</td>
<td>• Life Skills Games: workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.5 Demonstrate proper business and dining etiquette</td>
<td>• Small group</td>
<td>• Transition Library Job skill materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 5.3.1 Use decision-making/problem-solving techniques at in-school jobs</td>
<td>• Reinforcement</td>
<td>• Life Skills Games: workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-BOM 1.1.3 Identify the characteristics of a good employee.</td>
<td>• Cueing</td>
<td>• Transition Library Job skill materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prompting</td>
<td>• Life Skills Games Workplace, Looking Good, Behavior Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Repeated practice</td>
<td>• Manners-from transition library</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modeling</td>
<td>• Community outings to restaurants and businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modeling and coaching during in School Job</td>
<td>• School cafeteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of Classroom token economy; earning “paycheck” for doing job, etc</td>
<td>• Transition Library Job skill materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Life Skills Games Workplace, Looking Good, Behavior Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Speakers from different jobs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Best Practice Instructional Strategies:
- Errorless Teaching
- 1-on-1 instruction
- Small group
- Reinforcement
- Cueing
- Prompting
- Repeated practice
- Modeling
- Modeling and coaching during in School Job
- Use of Classroom token economy; earning “paycheck” for doing job, etc

## Possible Materials and Resources:
- Transition Library Job skill materials
- Life Skills Games: workplace
- Transition Library Job skill materials
- Life Skills Games: workplace
- Transition Library Job skill materials
- Life Skills Games Workplace, Looking Good, Behavior Skills
- Manners-from transition library
- Community outings to restaurants and businesses
- School cafeteria
- Transition Library Job skill materials
- Life Skills Games Workplace, Looking Good, Behavior Skills
- Speakers from different jobs

## Possible Assessment Tools:
**Formative:**
- Teacher created job task analysis,
- Observation with anecdotal records

**Summative:**
- ISTAR
- Teacher created job task analysis

## Teacher Notes:
## Career Exploration

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| IUSIG K-2.2.1 Identify one or more jobs they find interesting. | - Errorless Teaching  
- 1-on-1 instruction  
- Small group  
- Reinforcement  
- Cueing  
- Prompting  
- Repeated practice  
- Modeling  
- Modeling and coaching during in School Job  
- Use of Classroom token economy; earning “paycheck” for doing job, etc | - CBI: visit job sites and speakers  
- Community game  
- Transition Library Job skill materials  
- Life Skills Games Workplace, Looking Good, Behavior Skills  
- Chores  
- Life Skills Games Workplace, Looking Good, Behavior Skills  
- See social skills materials and resources  
- Life Skills Games: Workplace, Looking Good, Behavior Skills  
- First Impressions Videos from Transition Library  
- See Social skills and hygiene materials | Formative:  
- Teacher created job task analysis,  
- Observation with anecdotal records  
Summative:  
- ISTAR  
- Teacher created job task analysis | |
| IUSIG K-2.2.3 Identify occupations held by adults in their community. | | | | |
| IUSIG K-2.2.5 Demonstrate importance of attendance, punctuality, and doing one’s best. | | | | |
| IUSIG 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, (e.g., promptness, ability to get along with others, a positive attitude, confidentiality, tolerance, flexibility, dependability, honesty, integrity, | | | | |
Middle School

- willingness to ask questions, respect for diversity, patience, cooperation, respect for personal property, completion of homework assignments, and communication skills; and describe how these qualities and behaviors influence the feelings and actions of others.

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.

---

## Personal Finance

<table>
<thead>
<tr>
<th>Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS-PFE 1.1.4 Apply a decision-making process to a situation involving an individual making an economic decision.</td>
</tr>
<tr>
<td>BMS-PFE 1.1.7 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living.</td>
</tr>
<tr>
<td>BMS-PFE 2.1.7 Use a personal spending/savings plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Practice Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Errorless Teaching</td>
</tr>
<tr>
<td>- 1-on-1 instruction</td>
</tr>
<tr>
<td>- Small group</td>
</tr>
<tr>
<td>- Reinforcement</td>
</tr>
<tr>
<td>- Cueing</td>
</tr>
<tr>
<td>- Prompting</td>
</tr>
<tr>
<td>- Repeated practice</td>
</tr>
<tr>
<td>- Modeling</td>
</tr>
<tr>
<td>- Modeling and coaching during in School Job</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Materials and Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Money, items to purchase</td>
</tr>
<tr>
<td>- Life Skills Games: Money Skills</td>
</tr>
<tr>
<td>- Grocery Shopping Game</td>
</tr>
<tr>
<td>- Dollars and Sense Software. Attainment Co.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Assessment Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative:</td>
</tr>
<tr>
<td>- Teacher created job task analysis,</td>
</tr>
<tr>
<td>- Observation with anecdotal records</td>
</tr>
<tr>
<td>Summative:</td>
</tr>
<tr>
<td>- ISTAR</td>
</tr>
<tr>
<td>- Teacher created job task analysis</td>
</tr>
</tbody>
</table>

| Teacher Notes: |
Middle School

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS-PFE 4.1.2 Identify why and how I can save</td>
<td>• Use of Classroom token economy; earning &quot;paycheck&quot; for doing job, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies 1.4.2 Identify services that people do for each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies 1.4.3 Compare different jobs people do to earn income.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Technology

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS-T 1.1.2 Demonstrate effective keyboarding techniques.</td>
<td>• General Ed keyboarding classes</td>
<td>• Microtype software&lt;br&gt;• Kid Keys 2.0&lt;br&gt;• Intellikeys</td>
<td>Formative:&lt;br&gt;• Teacher created job task analysis,&lt;br&gt;• Observation with anecdotal records&lt;br&gt;Summative:&lt;br&gt;• ISTAR&lt;br&gt;• Teacher created job task analysis</td>
<td></td>
</tr>
<tr>
<td>BMS-T 1.1.2.2 Use special purpose keys, including the space bar, tab key, shift keys, backspace key, delete key, and enter key.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-T 3.1.2 Use technology independently and collaboratively with prompting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents such as Word and Publisher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Career/Vocational Skills

**Level:** High School (grade 9 to adulthood)

## Vocational Behavioral Expectations

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Best Practice Instructional Strategies</th>
<th>Possible Materials and Resources</th>
<th>Possible Assessment Tools</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG 3-5.2.8 Discuss how attendance, punctuality, and completing schoolwork on time are habits that transfer to the workforce.</td>
<td>Community Based Instruction</td>
<td>WAGES – Working at Gaining Employment Skills (Available from Transition Library)</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.9 Demonstrate effective practices for interviewing.</td>
<td>1:1 Instruction</td>
<td>It’s Your Choice – Planning for Life After High School (Available from Transition Library)</td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.11 Compare and contrast self-management expectations of the school and self-management expectations of the workforce.</td>
<td>Small Group Instruction</td>
<td>Stepping Stones to Education: Career Explorations Available from Transition Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 1.1.2 Utilize appropriate time management and organizational techniques (could also be included as part of Unit CPS 5: Leadership Skills and Workplace Expectations)</td>
<td>Video Modeling</td>
<td>Envision Your Career (Video) (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 2.1.2 Analyze situations and relate results to future careers</td>
<td>Repeated Practice</td>
<td>Access Unlimited Video Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.3 Prepare resume, letter of application, and interview thank you letter</td>
<td></td>
<td>Job Search for People with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.5 Demonstrate proper business and dining etiquette</td>
<td></td>
<td>Resumes and Applications for People with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.6 Complete employment application forms</td>
<td></td>
<td>Job Interviewing for People with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.8 Demonstrate appropriate interviewing techniques (attire, responses to questions, etc.)</td>
<td></td>
<td>A Student’s Guide to Jobs (audiotape and booklets) (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 5.1.2 Understand employer</td>
<td></td>
<td>Interview Challenge (Board Game) (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Materials and Resources:**

- WAGES – Working at Gaining Employment Skills (Available from Transition Library)
- It’s Your Choice – Planning for Life After High School (Available from Transition Library)
- Stepping Stones to Education: Career Explorations Available from Transition Library
- Envision Your Career (Video) (Available from Transition Library)
- Access Unlimited Video Series
- Job Search for People with Disabilities
- Resumes and Applications for People with Disabilities
- Job Interviewing for People with Disabilities
- A Student’s Guide to Jobs (audiotape and booklets) (Available from Transition Library)
- Interview Challenge (Board Game) (Available from Transition Library)

**Possible Assessment Tools:**

- Formative: anecdotal records, teacher checklists, permanent product with rubric
- Summative: ISTAR, portfolio

**Teacher Notes:**

- ISTAR
- portfolio
High School

| expectations (punctuality, dependability, willingness to learn, initiative, cooperation, etc.) | Transition Library) |
| CPS 5.1.3 Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.) | First Job Survival Skills |
| CPS 5.1.4 Analyze the effects of voluntary/involuntary termination | Module 1 – The Foundation: A Positive Work Ethic |
| CPS 5.3.1 Apply critical thinking and decision-making/problem-solving techniques in the workplace | Module 2 – Workplace Manners: Boundaries |
| CPS 5.4.3 Actively participate in the orientation process and the probationary period | Module 3 – Learning and Doing the Job |
| CPS 5.5.1 Understand strategies for working efficiently with coworkers of varying ages, gender, abilities, cultures, and economic backgrounds | (Available from Transition Library) |
| CPS 5.5.2 Understand the importance of working as a team player in the workforce | Social Skills at Work (CD-rom) (Available from Transition Library) |
| CPS 5.5.3 Demonstrate appropriate interpersonal skills when dealing with others | Life Skills Games #7 – Workplace Skills (Available from Transition Library) |
| CPS 5.5.4 Express thoughts and ideas clearly using various forms of communication | Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library) |
| BMS-BOM 1.1.2 Identify the differences between an employer and an employee. | Stepping Stones: Using Skills and Resources (Available from Transition Library) |
| BMS-BOM 1.1.7 Demonstrate the | |

*Transition Library)*

- First Job Survival Skills
- Module 1 – The Foundation: A Positive Work Ethic
- Module 2 – Workplace Manners: Boundaries
- Module 3 – Learning and Doing the Job
- (Available from Transition Library)
- Social Skills at Work (CD-rom) (Available from Transition Library)
- Life Skills Games #7 – Workplace Skills (Available from Transition Library)
- Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library)
- Stepping Stones: Using Skills and Resources (Available from Transition Library)
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.
## Career Exploration

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instruction Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUSIG K-2.2.3 Discuss occupations held by adults in their community.</td>
<td>Direct Instruction</td>
<td>WAGES – Working at Gaining Employment Skills (Available from Transition Library)</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>IUSIG 3-5.2.1 Use a career interest inventory to identify career interests.</td>
<td>1:1 instruction</td>
<td>It's Your Choice – Planning for Life After High School (Available from Transition Library)</td>
<td>- anecdotal records</td>
<td></td>
</tr>
<tr>
<td>IUSIG 3-5.2.7 List jobs that relate to their hobbies and/or leisure activities.</td>
<td>Community Based Instruction</td>
<td>Stepping Stones to Education: Career Explorations Available from Transition Library</td>
<td>- teacher checklists</td>
<td></td>
</tr>
<tr>
<td>IUSIG 6-8.2.2 Use personal, print, and electronic resources to discover occupations that match their career interests.</td>
<td>Small Group Instruction</td>
<td>School to Work Self Assessment Checklist (to be put in Assessment Section)</td>
<td>- permanent product with rubric</td>
<td></td>
</tr>
<tr>
<td>IUSIG 6-8.2.6 Participate in creating a career interest that includes one or more career areas (e.g., health services, educational services, building and construction) they would like to explore in high school and specific occupations that are of interest to the student.</td>
<td>IEP Meetings</td>
<td>Envision Your Career (Video) (Available from Transition Library)</td>
<td>- School to Work Self Assessment Checklist (Available from Transition Library)</td>
<td></td>
</tr>
<tr>
<td>IUSIG 6-8.2.9 Participate in creating a resume using a model resume.</td>
<td></td>
<td>Access Unlimited Video Series</td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.1 Reexamine specific occupation interests annually based on their additional life experiences and/or an updated career interest inventory.</td>
<td></td>
<td>Job Search for People with Disabilities</td>
<td>- ISTAR</td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.5 Make annual revisions as appropriate to their</td>
<td></td>
<td>Resumes and Applications for People with Disabilities</td>
<td>- portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job Interviewing for People with Disabilities</td>
<td>- IEP’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Student’s Guide to Jobs (audiotape and booklets) (Available from Transition Library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview Challenge (Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>career list</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.6 Participate in revising their resume annually to include their most recent experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IUSIG 9-12.2.8 Identify several resources for finding employment (e.g., newspapers, professional associations, professional networks).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 3.1.1 Participate in developing short- and long-term education, lifestyle, and career goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 4.1.4 Participate in developing an employment portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPS 5.1.1 Participate in a teacher-approved community service project and/or job shadowing experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-CE 1.1.1 Identify personal likes and dislikes, strengths and weaknesses, and individual talents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-CE 2.1.1 Identify and describe careers of family members and/or friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-CE 2.1.2 Identify and give examples of career clusters; develop an awareness of occupational opportunities;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMS-CE 2.1.3 List and identify the contributions of various types of occupations in the community (e.g., banker, realtor, police officer, teacher,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game) (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resumes, Applications, Interviews (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First Job Survival Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Module 1 – The Foundation: A Positive Work Ethic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Module 2 – Workplace Manners: Boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Module 3 – Learning and Doing the Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social Skills at Work (CD-rom) (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Life Skills Games #7 – Workplace Skills (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stepping Stones: Using Skills and Resources (Available from Transition Library)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Model Resumes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IEP (Transition Plans)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice Applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HBMSSC Standards-based Life Skills Curriculum
business manager, and firefighter) and describe career opportunities in these professional fields.

BMS-CE 2.1.4 Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, field trips, speakers, case studies, community service, and the Internet) in the career-exploration process.

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

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 appropriate the importance of personal appearance, grooming, and other school and workplace expectations. |
| BMS-CE 3.1.4 Discuss the importance of a job well done to personal satisfaction and to the home and business communities. |
| 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 3.1.14 Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal). |
| 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 of 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:
- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.
## Personal Finance

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 5.4.2 Identify basic payroll procedures</td>
<td>• Repeated Practice</td>
<td>• WAGES – Working at Gaining Employment Skills (Available from Transition Library)</td>
<td>Formative:</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 1.1.1 Give examples of economic wants and needs.</td>
<td>• Direct Instruction</td>
<td>• It’s Your Choice – Planning for Life After High School (Available from Transition Library)</td>
<td>• anecdotal records</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 1.1.3 Recognize and assume responsibility for the consequences of economic choices.</td>
<td>• 1:1 Instruction</td>
<td>• Stepping Stones to Education: Career Explorations Available from Transition Library</td>
<td>• teacher checklists</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 1.1.6 Identify various ways people earn a living.</td>
<td>• Small Group Instruction</td>
<td>• School to Work Self Assessment Checklist (to be put in Assessment Section)</td>
<td>• permanent product with rubric</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 1.1.8 Discuss the characteristics and requirements of occupations of interest, including entrepreneurial opportunities.</td>
<td>• Community Based Instruction</td>
<td>• Envision Your Career (Video) (Available from Transition Library)</td>
<td>• School to Work Self Assessment Checklist (Available from Transition Library)</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 2.1.7 Participate in the construction and use a personal budget (spending/savings plan), and evaluate it according to short-, intermediate-, and long-term goals.</td>
<td></td>
<td>• Access Unlimited Video Series</td>
<td>Summative:</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 3.1.1 Apply a rational decision-making process to personal buying decisions.</td>
<td></td>
<td>• Job Search for People with Disabilities</td>
<td>• ISTAR</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 3.1.4 Apply comparison shopping practices; analyze advertising claims; explain the concept of impulse buying.</td>
<td></td>
<td>• Resumes and Applications for People with Disabilities</td>
<td>• portfolio</td>
<td></td>
</tr>
<tr>
<td>BMS-PFE 3.1.11 Contrast different methods of payment</td>
<td></td>
<td>• Job Interviewing for People with Disabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Materials and Resources:
- WAGES – Working at Gaining Employment Skills (Available from Transition Library)
- It’s Your Choice – Planning for Life After High School (Available from Transition Library)
- Stepping Stones to Education: Career Explorations Available from Transition Library
- School to Work Self Assessment Checklist (to be put in Assessment Section)
- Envision Your Career (Video) (Available from Transition Library)
- Access Unlimited Video Series

Formative:
- anecdotal records
- teacher checklists
- permanent product with rubric

Summative:
- ISTAR
- portfolio

Teacher Notes:
High School

| including cash, checks, debit cards, and credit cards; explain which of these is “borrowing.” | Game) (Available from Transition Library) |
| BMS-PFE 3.1.12 Discuss the steps involved in opening and using a checking account. | • Resumes, Applications, Interviews (Available from Transition Library) |
| BMS-PFE 4.1.2 Discuss why and how people save; explain the concept of planning for emergencies | • First Job Survival Skills |
| 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. | • Module 1 – The Foundation: A Positive Work Ethic |
| | • Module 2 – Workplace Manners: Boundaries |
| | • Module 3 – Learning and Doing the Job |
| | • (Available from Transition Library) |
| | • Social Skills at Work (CD-rom) (Available from Transition Library) |
| | • Life Skills Games #7 – Workplace Skills (Available from Transition Library) |
| | • Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library) |
| | • Stepping Stones: Using Skills and Resources (Available from Transition Library) |
| | • Life Skills Games – Money Skills |
| | • (Available from Transition Library) |
| | • Measuring Tools |
| | • Thermometer |
### Technology

<table>
<thead>
<tr>
<th>Indicators:</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Materials and Resources:</th>
<th>Possible Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
</table>
| BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy. | - Repeated Practice  
- Direct Instruction  
- 1:1 Instruction  
- Small Group Instruction  
- Community Based Instruction                                            | - WAGES – Working at Gaining Employment Skills (Available from Transition Library)  
- It's Your Choice – Planning for Life After High School (Available from Transition Library)  
- Stepping Stones to Education: Career Explorations Available from Transition Library  
- School to Work Self Assessment Checklist (to be put in Assessment Section)  
- Envision Your Career (Video) (Available from Transition Library)  
- Access Unlimited Video Series                                             |                                                                                                       |                                                                                         |
| BMS-T 3.1.2 Use technology independently and collaboratively.            |                                                                                                       |                                                                                                   | Formative:  
- anecdotal records  
- teacher checklists  
- permanent product with rubric  
- School to Work Self Assessment Checklist (Available from Transition Library)           |                                                                                         |
| BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents. |                                                                                                       |                                                                                                   | Summative:  
- ISTAR  
- portfolio                                                          |                                                                                         |
<p>| BMS-T 4.1.3 Demonstrate word processing skills by saving and printing documents. |                                                                                                       |                                                                                                   |                                                                                         |</p>
<table>
<thead>
<tr>
<th>High School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>conducting searches using Internet/intranet search engines and directories.</td>
<td></td>
</tr>
<tr>
<td>BMS-T 4.1.24 Demonstrate telecommunications skills through the use of e-mail to contact peers, teachers, and other audiences.</td>
<td></td>
</tr>
<tr>
<td>BMS-T 4.1.28 Demonstrate the ability to follow instructions (instructor, text, manuals, and/or screen).</td>
<td></td>
</tr>
<tr>
<td>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.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Search for People with Disabilities</td>
</tr>
<tr>
<td></td>
<td>Resumes and Applications for People with Disabilities</td>
</tr>
<tr>
<td></td>
<td>Job Interviewing for People with Disabilities</td>
</tr>
<tr>
<td></td>
<td>A Student's Guide to Jobs (audiotape and booklets) (Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Interview Challenge (Board Game) (Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Resumes, Applications, Interviews (Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>First Job Survival Skills</td>
</tr>
<tr>
<td></td>
<td>Module 1 – The Foundation: A Positive Work Ethic</td>
</tr>
<tr>
<td></td>
<td>Module 2 – Workplace Manners: Boundaries</td>
</tr>
<tr>
<td></td>
<td>Module 3 – Learning and Doing the Job</td>
</tr>
<tr>
<td></td>
<td>(Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Social Skills at Work (CD-rom) (Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Life Skills Games #7 – Workplace Skills (Available from Transition Library)</td>
</tr>
<tr>
<td></td>
<td>Off-To-Work Curriculum: A Vocational Curriculum for People with</td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disabilities (Book) (Available from Transition Library)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stepping Stones: Using Skills and Resources (Available from Transition Library)</td>
</tr>
<tr>
<td>• Computer</td>
</tr>
<tr>
<td>• Internet</td>
</tr>
</tbody>
</table>
Community-Based Instruction

Community-Based Instruction (CBI) involves taking the knowledge and skills learned in the classroom and community and practicing those skills in a natural environment. CBI is implemented using small groups of 2-3 students with one adult teaching and practicing skills and collecting data. Instruction in the community provides valuable, realistic teachable moments which help students to generalize and master skills. The ultimate goal of community-based instruction is for the students to be able to perform community skills as independently as possible by the time that they exit high school.

CBI is used as a strategy across all domains of the curriculum from early childhood to adulthood. Beginning CBI in early childhood provides a solid foundation for the development of age appropriate community participation. As the child progresses through the educational process, CBI provides a structured opportunity for advancement of skills.

CBI is not the same as taking a field trip. CBI can involve, but is not limited to: involvement in the local community, shopping, dining out, personal care services, banking, volunteer work, recreation and leisure activities, and vocational experiences.
Community-Based Instruction at the High School Level

As students approach adulthood, it is imperative that they are prepared for adult living. In order to prepare them for the transition from the high school setting to the community setting, much of the life skills curriculum must be taught in the community where these skills will be utilized. Most students in the Life Skills Classrooms do not easily generalize these skills from the school setting to the community, which makes it even more important to teach them in the environment where they will be used. For the purposes of the curriculum, we believe the Community-Based Instruction indicators should be embedded within each of the curricular areas at the high school level, and additionally reinforced by way of a CBI quick reference which is the following section of the curriculum.
## Community Based Instruction (transfer of skills across environments to support transition to adult living)

**Level:** High School (grade 9 to adulthood)

<table>
<thead>
<tr>
<th>Curricular Strand(s):</th>
<th>Best Practice Instructional Strategies:</th>
<th>Possible Community Locations:</th>
<th>Assessment Tools:</th>
<th>Teacher Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>1:1 instruction, Small Group Instruction, Reinforcement, Cueing, Prompting, Repeated Practice, Label Reading, Community Scavenger Hunts, Shopping Lists, Survival Sign Reading, Mailing Letters</td>
<td>Retail Establishments, Libraries, Dining Establishments, Recreational Facilities, Public Service Establishments, Personal Care Establishments, Financial Institutions, Local Businesses</td>
<td>Formative: anecdotal records, teacher checklists, task analysis</td>
<td>Summative: ISTAR, Standards Based Classroom Assessments (<a href="http://www.lessonlocator.org">www.lessonlocator.org</a>), Portfolio</td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>1:1 instruction, Small Group Instruction, Reinforcement, Cueing</td>
<td>Retail Establishments, Libraries, Dining Establishments, Recreational Facilities</td>
<td>Formative: anecdotal records, teacher checklists, task analysis</td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>Motor Skills</td>
<td>Functional Self-help Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prompting</td>
<td>- Public Service Establishments</td>
<td>- 1:1 instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Repeated Practice</td>
<td>- Personal Care Establishments</td>
<td>- Small Group Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Video Modeling</td>
<td>- Financial Institution</td>
<td>- Reinforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Social Outings</td>
<td></td>
<td>- Cueing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Prompting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Repeated Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Video Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative:</td>
<td>Summative:</td>
<td>Formative:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative:</td>
<td>Summative:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative:</td>
<td>Summative:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Social Sciences
- Vending Machines
- Next Dollar Methods
- Social Outings
- Small Group Instruction
- Reinforcement
- Cueing
- Prompting
- Repeated Practice
- Video Modeling
- Libraries
- Dining Establishments
- Recreational Facilities
- Public Service Establishments

**Formative:**
- anecdotal records
- teacher checklists
- task analysis

**Summative:**
- ISTAR
- Standards Based Classroom Assessments ([www.lessonlocator.org](http://www.lessonlocator.org))
- Portfolio

### Career/Vocational Skills
- 1:1 instruction
- Small Group Instruction
- Reinforcement
- Cueing
- Prompting
- Repeated Practice
- Video Modeling
- Retail Establishments
- Libraries
- Dining Establishments
- Recreational Facilities
- Public Service Establishments
- Personal Care Establishments
- Financial Institutions

**Formative:**
- anecdotal records
- checklists
- task analysis
- weekly employment evaluations

**Summative:**
- ISTAR
- Monthly and Final Employment Evaluations
- Portfolio