

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Functional English Language Arts :

Annual Course Grade: 9 a and b; 10 a and b; 12 a and b; ESY

COURSE DESCRIPTION: The purpose of this course is to promote academic skills necessary to participate in everyday life with goals for maximum independence. This course promotes skill development related to attending, expressive and receptive communication, reading and writing. Activities include: developing functional receptive and expressive vocabulary; responding to the spoken word of others and following directions. Students will use multi modal strategies to engage with texts and answer questions about text. Students will engage with familiar social stories and content based literature to answer literal comprehension questions with prompts and cues as needed. Awareness and recognition of basic functional and safety words in the student's environment in order to safely and more independently function in his or her home and community environments is also emphasized. Intermediate students progress through literacy skill development to identify sounds, consonant sounds and high frequency sight words or symbols, including their first names. Students are instructed according to their individual modes and strengths – Braille/ tactile discrimination, auditory learning, verbal responses as well as use of augmentative communication devices. Students with visual impairments will continue to gain skills in tactically exploring their environment and functional materials. Intermediate students will work toward producing their name or a consistent signature mark through writing, Braille, stamping or keyboarding. Intermediate students will work toward gaining Braille/ written expression skills according to their ability.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Functional Language Arts coursework for Grades 9, 10, 12 and ESY.

Standards:

English/ Language Arts

(Reading)

Standard 2 – Match all consonant and short vowel sounds to appropriate letters

(Sight Word Reading)

Standard 1-Recognize and name all uppercase and lowercase letters of the alphabet

Standard 2-Match all consonant and short-vowel sounds to appropriate letters

Standard 3-Understands that printed materials provide information

Standard 5-Read simple one-syllable and high frequency words

Standard 6-Match oral words to printed words

(Reading/ Listening Comprehension)

Standard 4 – Classify grade appropriate categories of words

Standard 8-Follow one-step written instructions

Standard 9-Follow two-step written instructions

Standard 10-Ask and answer questions about essential elements of a text

Standard 11-Identify the main events of the plot, their causes and the influences of each event on future events

Standard 13-Locate information by using a variety of consumer workplace and public documents

Standard 23 - Recount experiences in logical sequence

(Writing/Writing Strategies)

Standard 14 – Write moving from left to right and from top to bottom

Standard 15-Print legibly and space letters, words and sentences appropriately

Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology

(Speaking Applications)

Standard 18-Listen attentively

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences

Standard 20-Describe people, places, things, locations and actions

History/ Social Sciences

Standard 8 - Student will match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts

Standard 12/13 – Identify traffic symbols and map symbols

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 1

Recognize pictures for specific activities

Distinguish letters from non-letters

Match same-case letters

Match lowercase to uppercase letters

Produce ABCs

Standard 2

Indicate environmental sound source

Categorize sound

Communicate sound of letters

Blend sounds to decode C-V-C syllables

Standard 3

Identify environmental symbols/signs/cues

Match symbol/cue to activity or function

Follow a list/schedule of activities

Use printed materials to provide/obtain information

Standard 4

Identify object by function

Sort objects by function/use

Identify picture by function

Sort pictures by function/use

Match object/letter/written words to picture

Classify objects by category

Standard 5

Identify name

Identify functional objects/sign/symbols

Identify high frequency words/functional words

Identify color words

Identify number words

Standard 6

Identify written name when expressed by another

Identify common signs/labels when expressed by another

Identify daily activities/schedule when expressed by another

Standard 7

Identify days of the week/months of the year on calendar

Follow recipe: oral or pictorial

Standard 8/9

Identify a picture/word/object

Follow schedule

Read and demonstrate single action words

Follow written or pictorial recipe

Standard 10

Identify a basic element of text

Respond to simple questions about text

Recall events/story

Answer "Wh" questions about materials read

Standard 11

Sequence story line

Predict what will happen next when given a short story or a social situation

Determine cause by given effect, or determine effect by given cause

Standard 12

Use printed materials to obtain information on desired item

Standard 13

Identify common signs and labels

Compile shopping list from recipe

Standard 14

Demonstrate left to right/ top to bottom sequencing in a variety of activities

Hold writing implement

Make marks on paper

Trace/copy purposeful marks on paper

Produce shapes, letters, numeral

Link symbols in a meaningful sequence (e.g., pictures, letters, words)

Produce name

Standard 15

Produce name

Produce simple words (e.g. shopping list)

Use appropriate letter size in the document

Produce 2- to 3-word phrase (address, directions, need or want)

Standard 16

Indicate awareness of computer

Use an input device for cause and effect

Make choices using single/multiple input devices (s)

Utilize keyboard/ device for writing functions

Standard 18

Respond to voice by stopping activity or going to source of sound

Attend to speaker for duration of activity

Standard 20

Identify differences in objects (e.g., size, color, shape)

Identify characteristics of a person, place, thing, location, or action

Describe object by size and/or color

Describe a person, place or thing using two or more descriptors

Share descriptive information about locations and actions

Standard 21

Attend and respond to speaker

Interact with person or group regarding specific topic

Participate in communicative dialogue with person or group on specific topic

Standard 23

Sequence events by responding to cues (environmental or directions)
Identify next event in a sequence
Respond to question about events or experiences
recount events of past experiences in logical, sequential order

History

Standard 8

Match pictures/labels or people to the jobs they do in the classroom
Match pictures/labels of people to the jobs they do in school
Match pictures/labels of people to the jobs they do in the community
Identify the tools that a person uses for a particular occupation or job

Standard 12/13

Identify common traffic symbols
Comply with traffic signs/symbols in community

Others (including Extended Core Curriculum)

Identify and use to communicate object cues/ pictures/symbols
Develop a functional and/or survival reading and writing vocabulary
Produce words with prompts as needed, including writing first and last name – print, write, keyboard, use AAC or Braille
Print or write simple sentences or phrases (print, write, keyboard, use AAC or Braille)
Print or write to complete mock or real forms from community with personal data (print, write, keyboard, use AAC or Braille)
Employ word recognition skills
Read personal data
Read and understand simple instructions and messages
Read and understand simple instructions and messages
Use books or magazines correctly
Access information, music and literature through Assistive Tech and media (book players, Audio books, Alexa, Siri etc . . .)
Use magnifiers to access visual materials
Sign name with adapted signature cards (TVI)

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Community English Language Arts

Annual Course Grade: 11 a and b

COURSE DESCRIPTION: The purpose of this course is to promote academic skills necessary to participate in everyday life with goals for maximum independence. This course promotes skill development related to attending, expressive and receptive communication, reading and writing. Activities include: developing functional receptive and expressive vocabulary; responding to the spoken word of others and following directions. Students will use multi modal strategies to engage with texts and answer questions about text. Students will engage with familiar social stories and content based literature to answer literal comprehension questions with prompts and cues as needed. Awareness and recognition of basic functional and safety words in the student's environment in order to safely and more independently function in his or her home and community environments is also emphasized. Students are instructed according to their individual modes and strengths – Braille/ tactile discrimination, auditory learning, verbal responses as well as use of augmentative communication devices. Students with visual impairments will continue to gain skills in tactically exploring their environment and functional materials. Intermediate students will work toward producing their name or a consistent signature mark through writing, Braille, stamping or keyboarding. Intermediate students will work toward gaining Braille/ written expression skills according to their ability.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

English/ Language Arts

(Reading/ Listening Comprehension)

Standard 4 – Classify grade appropriate categories of words

Standard 8-Follow one-step written instructions

Standard 9-Follow two-step written instructions

Standard 10-Ask and answer questions about essential elements of a text

Standard 11-Identify the main events of the plot, their causes and the influences of each event on future events

Standard 13-Locate information by using a variety of consumer workplace and public documents

Standard 23 - Recount experiences in logical sequence

(Writing/Writing Strategies)

Standard 14 – Write moving from left to right and from top to bottom

Standard 15-Print legibly and space letters, words and sentences appropriately

Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology

(Speaking Applications)

Standard 18-Listen attentively

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences

Standard 20-Describe people, places, things, locations and actions

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 4

Identify object by function

Sort objects by function/use

Identify picture by function

Sort pictures by function/use

Match object/letter/written words to picture
Classify objects by category

Standard 5

Identify name
Identify functional objects/sign/symbols
Identify high frequency words/functional words
Identify color words
Identify number words

Standard 6

Identify written name when expressed by another
Identify common signs/labels when expressed by another
Identify daily activities/schedule when expressed by another

Standard 7

Identify days of the week/months of the year on calendar
Follow recipe: oral or pictorial

Standard 8/9

Identify a picture/word/object
Follow schedule
Read and demonstrate single action words
Follow written or pictorial recipe

Standard 10

Identify a basic element of text
Respond to simple questions about text
Recall events/story
Answer "Wh" questions about materials read

Standard 11

Sequence story line
Predict what will happen next when given a short story or a social situation
Determine cause by given effect, or determine effect by given cause

Standard 12

Use printed materials to obtain information on desired item

Standard 13

Identify common signs and labels
Compile shopping list from recipe

Standard 14

Demonstrate left to right/ top to bottom sequencing in a variety of activities
Hold writing implement
Make marks on paper
Trace/copy purposeful marks on paper
Produce shapes, letters, numeral
Link symbols in a meaningful sequence (e.g., pictures, letters, words)
Produce name

Standard 15

Produce name
Produce simple words (e.g. shopping list)
Use appropriate letter size in the document
Produce 2- to 3-word phrase (address, directions, need or want)

Standard 16

Indicate awareness of computer
Use an input device for cause and effect
Make choices using single/multiple input devices (s)
Utilize keyboard/ device for writing functions

Standard 18

Respond to voice by stopping activity or going to source of sound
Attend to speaker for duration of activity

Standard 20

Identify differences in objects (e.g., size, color, shape)
Identify characteristics of a person, place, thing, location, or action
Describe object by size and/or color
Describe a person, place or thing using two or more descriptors
Share descriptive information about locations and actions

Standard 21

Attend and respond to speaker
Interact with person or group regarding specific topic
Participate in communicative dialogue with person or group on specific topic

Standard 23

Sequence events by responding to cues (environmental or directions)
Identify next event in a sequence
Respond to question about events or experiences
recount events of past experiences in logical, sequential order

Others (including Extended Core Curriculum)

Identify and use to communicate object cues/ pictures/symbols
Develop a functional and/or survival reading and writing vocabulary
Produce words with prompts as needed, including writing first and last name – print, write, keyboard, use AAC or Braille
Print or write simple sentences or phrases (print, write, keyboard, use AAC or Braille)
Print or write to complete mock or real forms from community with personal data (print, write, keyboard, use AAC or Braille)
Employ word recognition skills
Read personal data
Read and understand simple instructions and messages
Read and understand simple instructions and messages
Use books or magazines correctly
Access information, music and literature through Assistive Tech and media (book players, Audio books, Alexa, Siri etc . . .)
Use magnifiers to access visual materials
Sign name with adapted signature cards (TVI)

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Transition Functional Academics (Grades 13-16)

Annual Course Grade: Transition (Gr. 13-16)

COURSE DESCRIPTION: This course emphasizes academic skills necessary to participate in everyday life with goals for maximum independence. These skills are related to real activities that the students encounters in daily living. Functional academic skills are learned and applied in a variety of environments. Instruction occurs in both classroom, home, school and community settings. Skills reviewed include: functional math, survival reading, local geography, current events and their applications to the community.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

English/ Language Arts

(Sight Word Reading)

Standard 3-Understands that printed materials provide information

Standard 5-Read simple one-syllable and high frequency words

Standard 6-Match oral words to printed words

(Reading/ Listening Comprehension)

Standard 8-Follow one-step written instructions

Standard 9-Follow two-step written instructions

Standard 10-Ask and answer questions about essential elements of a text

Standard 13-Locate information by using a variety of consumer workplace and public documents

Standard 23 - Recount experiences in logical sequence

(Writing/Writing Strategies)

Standard 14 – Write moving from left to right and from top to bottom

Standard 15-Print legibly and space letters, words and sentences appropriately

Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology

(Speaking Applications)

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences

Standard 20-Describe people, places, things, locations and actions

Mathematics

Number Sense

Standard 1-Count, recognize, represent, name or order a number of objects (up to 30)

Standard 2-Identify one more than, one less than, 10 more than, or less than a given number

Consumer Math

Standard 6 – identify and know the values of coins and show different combinations of coins that equal the same value

Time, routines, schedules

Standard 11 – Demonstrate an understanding of concepts of time and the tools that measure time

Standard 12 – Identify the time of everyday events

Standard 13 – Tell time to the nearest half hour and relate time to events (Intermediate)

Standard 14 - Name the days of the week

History and Social Science

Standard 7-Understand the concept of exchange and the use of money to purchase

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 3

Identify environmental symbols/signs/cues
Match symbol/cue to activity or function
Follow a list/schedule of activities
Use printed materials to provide/obtain information

Standard 5

Identify name
Identify functional objects/sign/symbols
Identify high frequency words/functional words
Identify color words
Identify number words

Standard 6

Identify written name when expressed by another
Identify common signs/labels when expressed by another
Identify daily activities/schedule when expressed by another

Standard 8/9

Identify a picture/word/object
Follow schedule
Read and demonstrate single action words
Follow written or pictorial recipe

Standard 10

Identify a basic element of text
Respond to simple questions about text
Recall events/story
Answer "Wh" questions about materials read

Standard 13

Identify common signs and labels
Compile shopping list from recipe

Standard 14

Demonstrate left to right/ top to bottom sequencing in a variety of activities
Hold writing implement
Make marks on paper
Trace/copy purposeful marks on paper
Produce shapes, letters, numeral
Link symbols in a meaningful sequence (e.g., pictures, letters, words)
Produce name

Standard 15

Produce name
Produce simple words (e.g. shopping list)
Use appropriate letter size in the document
Produce 2- to 3-word phrase (address, directions, need or want)

Standard 16

Indicate awareness of computer
Use an input device for cause and effect
Make choices using single/multiple input devices (s)
Utilize keyboard/ device for writing functions

Standard 19

Standard 20

Identify differences in objects (e.g., size, color, shape)
Identify characteristics of a person, place, thing, location, or action
Describe object by size and/or color
Describe a person, place or thing using two or more descriptors
thing using two or more descriptors
Share descriptive information about locations and actions

Standard 21

Attend and respond to speaker
Interact with person or group regarding specific topic
Participate in communicative dialogue with person or group on specific topic

Mathematics

Standard 1

Indicate quantity of "1"
Indicate quantities of more than "1"
Match printed numerals to same
Rote count
Identify numerals
Count using 1:1 correspondence
Match quantity to numeral
Locate and use numbers during functional activities
Sequence numbers
Place object in ordinal position first, second, and third, and identify each position

Standard 6

Match coins and bills
Sort money into like groups
Identify coins and bills
Identify value of coins and bills

Standard 7

Exchange coins/money for desired item
Pay for food/services/goods and wait for change
Combine coins to equal specified total
Match coins/bills to written amount Standard 8
Identify dollar (\$) and cents(¢) symbols
Match coins and/or bills to decimal and symbol
Identify written dollar amount on a sales receipt, menu, bus fare sign, movie ticket, etc.

Standard 11

Identify day and night from a set of pictures
Follow a picture/word sequence schedule/ calendar
Identify activity which comes next on a given schedule system
Sequence daily activities
Using morning, afternoon and night to describe parts of the day
Relate yesterday ,today and tomorrow to the days of the week
Indicate chronological age
Match activity to time of the day
Identify a clock and a calendar
Locate day of the week on a calendar
Locate number date on calendar
Identify the numbers on a clock
Indicate birthday month, day, year

Standard 12

Identify time on clock with routine activities
Identify numerals on clock
Identify hour and minute hands
Indicate time to the hour on analog/ digital clock

Standard 13

Identify the activities which come before or after a specified activity
Identify hour and minute hand
Indicate time to the ½ hour
Indicate time using before and after as related to daily routine activity

Standard 14

Identify days of the week in succession by rote
Identify days of the week on a calendar
Identify current day
Identify next day (tomorrow)
Identify previous day (yesterday)
Identify days of the week which come before/after a specified day
Follow schedule events on weekly calendar

Others (including Extended Core Curriculum)

Develop a functional and/or survival reading and writing vocabulary
Produce words with prompts as needed, including writing first and last name – print, write, keyboard, use AAC or Braille
Print or write to complete mock or real forms from community with personal data (print, write, keyboard, use AAC or Braille)
Read personal data
Read and understand simple instructions and messages
Use books or magazines correctly
Complete tasks with objects: Pick up, hold, pass, put in, take out, match, give, take, put on
Learns simple position words: On, off, top, bottom, side, over, under
Perform simple addition in functional situations (intermediate)
Perform simple subtractions in functional situations
Manipulate a hand calculator properly to perform arithmetic computations
Read prices of items on the school menu and count out coins to pay the amount
Use folding money system to identify various denominations of paper money
Read price tags
Purchase needed articles and services
Access information, music and literature through Assistive Tech and media (book players, Audio books, Alexa, Siri etc . . .)
Use magnifiers to access visual materials
Sign name with adapted signature cards (TVI)

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Functional Math: 9a and b; 10a and b; 11a and b; 12a and b; ESY; Transition

Annual Course Grade: 9, 10, 11, 12, ESY, Transition

COURSE DESCRIPTION: This course provides hands-on, functional activities that enhances our students' basic number and mathematical concepts. The instructional program emphasizes number sense, calendars, functional time concepts, attributes of objects and objects in space as well as numbers related to personal information. Intermediate students will increase knowledge of addition and subtraction as well as consumer skills (money). Through in school, on campus and community based activities student learn shopping routines and shopping skills. This course incorporates community-based instruction, and uses meaningful and functional math activities to assist students in making connections to real-life experiences and to support students in making progress on alternate, standards-based goals and objectives. A variety of high-and low-tech individual adaptations may be utilized in order for students to access the content area.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Functional Mathematics coursework for Grades 9, 10,11, 12, Transition and ESY.

Standards:

Mathematics

Number Sense

Standard 1-Count, recognize, represent, name or order a number of objects (up to 30)

Standard 2-Identify one more than, one less than, 10 more than, or less than a given number

Number Sense: Intermediate

Standard 3-Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)

Standard 4-compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other

Standard 5 – Count, read and write whole numbers to 100

Consumer Math

Standard 6 – identify and know the values of coins and show different combinations of coins that equal the same value

Algebra and Functions

Standard 9-identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group

Algebra and Functions : Intermediate

Standard 10-Understand the meaning of the symbols +, -,=

Measurement and Geometry

Standard 15-identify and describe common geometric objects, (e.g. circle, triangle, square, rectangle, cube, sphere, cone)

Time, routines, schedules

Standard 11 – Demonstrate an understanding of concepts of time and the tools that measure time

Standard 12 – Identify the time of everyday events

Standard 13 – Tell time to the nearest half hour and relate time to events (Intermediate)

Standard 14 - Name the days of the week

History and Social Science

Standard 7-Understand the concept of exchange and the use of money to purchase

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Mathematics

Standard 1

Indicate quantity of "1"

Indicate quantities of more than "1"

Match printed numerals to same

Rote count

Identify numerals

Count using 1:1 correspondence

Match quantity to numeral

Locate and use numbers during functional activities

Sequence numbers

Place object in ordinal position first, second, and third, and identify each position

Standard 2

Match groups having equal numbers of objects

Use number word "more"

Identify more and less

Find set with more/less numbers as given set

Demonstrate the ability to give "one more" or "one less"

Identify the number before/after a given number

Count by sets of 10

Sort numbers into piles of ones and tens

Standard 3

Identify quantity of objects

Perform addition facts with concrete objects

Perform subtraction facts with concrete objects

Perform basic addition and/or subtraction using a calculator for functional activities

Standard 4

Match groups having equal numbers of objects

Arrange objects to match another set of objects, using 1:1 correspondence

Identify object groups that demonstrate number concepts (one, more, less, etc.)

Find set with more/less number as given set

Determine which of 2 groups has more/less or many/few

Determine enough/not enough/too many to match to a specified number

Standard 5

Identify numerals

Produce numerals

Count by rote to ten or higher

Count out requested number of objects

Count orally by number sets

Recognize numerals within school environment/ community setting

Standard 6

Match coins and bills

Sort money into like groups

Identify coins and bills

Identify value of coins and bills

Use coin operated vending machines

Standard 7

Exchange coins/money for desired item

Pay for food/services/goods and wait for change

Combine coins to equal specified total

Match coins/bills to written amount

Standard 8

Identify dollar (\$) and cents(¢) symbols

Match coins and/or bills to decimal and symbol

Identify written dollar amount on a sales receipt, menu, bus fare sign, movie ticket, etc.

Standard 9

Match colors

Match shapes

Match sizes

Sort items by single attribute

Classify objects by category (i.e. food, clothing, animals)

Locate object which does not belong in a particular class/category

Sort items by two common attributes

Standard 10

Identify +, -, and = symbols

Use calculator to perform basic math

Solve practical problems using one of the two basic math functions

Standard 11

Identify day and night from a set of pictures

Follow a picture/word sequence schedule/ calendar

Identify activity which comes next on a given schedule system

Sequence daily activities

Using morning, afternoon and night to describe parts of the day

Relate yesterday ,today and tomorrow to the days of the week

Indicate chronological age

Match activity to time of the day

Identify a clock and a calendar

Locate day of the week on a calendar

Locate number date on calendar

Identify the numbers on a clock

Indicate birthday month, day, year

Standard 12

Identify time on clock with routine activities

Identify numerals on clock

Identify hour and minute hands

Indicate time to the hour on analog/ digital clock

Standard 13

Identify the activities which come before or after a specified activity

Identify hour and minute hand

Indicate time to the ½ hour

Indicate time using before and after as related to daily routine activity

Standard 14

Identify days of the week in succession by rote

Identify days of the week on a calendar

Identify current day

Identify next day (tomorrow)

Identify previous day (yesterday)

Identify days of the week which come before/after a specified day

Follow schedule events on weekly calendar

Standard 15

Match common shapes

Identify common shapes

Identify features of common shapes/objects

Relate shapes to common objects (i.e. cone to ice cream cone; sphere to ball; cube to block)

Standard 16

Identify objects of different sizes

Identify objects of different lengths

Sort items according to single attribute

Sequence objects by attributes

Measure food product using 1 cup/1/2 cup

Others, including Extended Core Curriculum objectives for VI students:

Complete tasks with objects: Pick up, hold, pass, put in, take out, match, give, take, put on

Learns simple position words: On, off, top, bottom, side, over, under

Engages in simple sequenced tasks/ activities (first/next)

Completes a sequence of 2-3 tasks

Perform simple addition in functional situations (intermediate)

Use the process sign (+) in simple additions.

Perform simple subtractions in functional situations

Manipulate a hand calculator properly to perform arithmetic computations

Read prices of items on the school menu and count out coins to pay the amount

Use folding money system to identify various denominations of paper money

Read price tags

Purchase needed articles and services

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Practical Social Science 9a and b

Annual Course Grade: 9

COURSE DESCRIPTION: The purpose of this course is to prepare the student to become as independent as possible in his/her living environment, the community and work settings. Included in instruction are personal care, food preparation, on the job, safety and housekeeping skills. Students review and reinforce skills within familiar activity routines, with modeling and prompting. Students are expected to demonstrate vocational skills with increasing independence. Activities include reviewing calendar holidays and their importance, understanding weather conditions and appropriate dressing. Students gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life. Emphasized are skills allow the student more independence in home/personal management. Focus on personal health care, responsibility, home management, family/social life, and community safety are included in this course. Additional, students learn to work with increasing independence on a variety of task sequences and job skills.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

English Language Arts

Standard 8- Follow one step written directions

Standard 13 – Locate information by using a variety of consumer, workplace and public documents

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences

Standard 20-Describe people, places, things, locations and actions

Health

(Interpersonal Relationships)

Standard 1-Develop positive relationships with peers

Standard 2-Develop and use effective communication skills

Standard 3-Identify and share feelings in appropriate ways

Standard 4 – Identify appropriate ways to show affection

(Food Prep)

Standard 6 – Develop basic food Preparation skills

(Safety)

Standard 12 – Demonstrate safe behavior in and around motor vehicles

Standard 16- Recognize and avoid situations that can increase risk of abuse

History Social Science

(Civics)

Standard 1 – understand the elements of fair play and good sportsmanship, respect for the rights and opinion of others and respect for rules by which we live, including the meaning of the Golden Rule.

Standard 2 – Follow rules, such as sharing and taking turns and know the consequences of breaking them

Standard 3 -Discuss the importance of public virtue and the role of citizens; including how to participate in a classroom, in the community and in civic life

(Economics)

Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services

Standard 8 Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts

(Geography)

Standard 10- Demonstrate familiarity with to school's layout, environments and the jobs people do there

Standard 11 – Determine the relative locations of objects using the terms near/far/left/ right and behind/in front

(Personal Care/ Management)

Standard 14- Describe how location, weather and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation

Standard 15/16- Put events in temporal order using a calendar, placing days, weeks and months in proper order/ place important events in their lives in the order in which they occurred.

Science

(Investigation and Experimentation)

Standard 1-Compare and sort common objects by one physical attribute

Standard 2-Observe common objects by using the five senses

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 8

Identify picture, word, object

Follow a list/ schedule of activities

Standard 13

Identify common signs

Compile shopping list from recipe

Choose preferred activities using public documents

Standard 19

Communicate wants/needs using gesture, action, voice output device, or vocalization

Communicate choice using gesture, action, voice output device, or vocalization

Communicate information using single word,, gestures, actions, voice output device, or vocalizations Communicate information using 2- to 3- word phrase, gestures, actions, voice output device, or vocalizations

Standard 20

Identify differences in objects (e.g., size, color, shape)

Share descriptive information about locations and actions

Health

Standard 1

Orient toward speaker

Make eye contact

Engage in parallel play

Engage in interactive play

Share with adult

Share with peer

Initiate play with peer

Take turns

Play a simple group game

Communicate wants and needs

Ask for permission/ help

Accept help

Standard 2

Initiate communication with another

Communicate wants and needs

Give and receive appropriate greetings and salutations

Use appropriate voice volume

Standard 3

Identify own feelings

Express feeling in a socially appropriate manner

Express or demonstrate concern/ sympathy towards others

Standard 4

Respect personal distance/ boundaries

Touch others in an appropriate manner

Express feelings of affection for another in an appropriate manner

Standard 6

wash hands before handling food

use utensils for intended purposes

wash fruits, vegetables, before preparation or eating

Throw away garbage

clean up spills

Standard 12

Travel on sidewalk

Stay with group or adult

Stop upon request

Fasten/ wear seat belt

Remain seated in moving vehicle

Follow driver instructions

Enter/leave vehicles safely

Standard 16

Demonstrate awareness of strangers

Stay with adult or familiar person in public place

History and Social Science

Standard 1

Control physical responses when angered

Initiate and respond to greetings and farewells

Use socially appropriate language

Cooperatively play a simple game

Identify own property; distinguish from others

Treat other's property with care

Touch others in a proper manner

Maintain appropriate social distance when speaking to another

Remain quiet when others are talking

remain on topic in conversations

Follow direction

Express feelings in an appropriate manner

Speak using appropriate volume in different situations

Adjust behavior to fit rules and routines of different situations

Express or demonstrate thought, actions, concern or sympathy for others

Standard 2

Play/work with another person in close proximity

Share materials with an adult

Share materials with a peer

Take turns with an adult

Take turns with a peer

Take turns in an activity involving a group

Comply with rules in classroom, school, community and workplace

Standard 3

Carry out requests
Complete assigned tasks
Gather needed materials for task
Follow/plan daily activities using list/schedules
Put away materials when finished
Volunteer help with task(s)
Follow school/worksite rules

Standard 7

Exchange token for desired item
Hand money to cashier during purchase
Save up to make a purchase

Standard 8

Match picture/labels of people to the jobs they do in the community

Standard 14

Identify recreational activities unique to particular locales
Dress in clothing appropriate to weather

Standard 15/16

Follow a list/ schedule of activities
Upon arrival proceed with daily routine
Complete tasks in assigned order
Identify days of the week in proper order
Demonstrate an understanding of Yesterday Today and Tomorrow
Answer questions about important personal dates
Identify months/ seasons/ holidays

Science

Standard 1

Attend to two or more objects presented
Match two like objects
Sort objects by color
Sort objects by shape
Sort objects by texture

Standard 2

Smell various scents
Taste different textures/foods
Attend to visual material
Attend to sounds
Explore textures
Show preferences for scents/flavors/sights/sounds/textures

Others (including Extended Core Curriculum for students with Visual Impairments)

Make choices and advocate for self using multi modal strategies
(ASL, Object Cues, Gestures, Facial Expression, Proximity, Vocalizations, Voca's, AAC)
Holds and manipulates objects to engage in tasks and learning activities
(hold, transfer, release, drop, pass, place, press, turn; Complete simple inset puzzles, beading tasks . . .)
Activates simple cause and effect recreation materials, switches, Tablet Apps
Cooperates with classroom routines
Completes meal time/ snack time routine/ sequence – Gather materials, care for area and materials,
demonstrate manners, pass items as requested, remain neat while eating/drinking, clear areas when completed. Open
packaging, use utensils.
Master using knife to cut/ spread with supervision

Demonstrate safety in food prep activities: use microwave, safe around stove/ oven / burners: store food items away safely (shelf/ freezer/ fridge) ; recognizes spoiled foods.
Identify a specific location in own classroom
Identify school landmarks/locations
Travel from activity area to activity area within class and on school campus
Increased independence in completing tasks, focusing on tasks, caring for areas and materials with decreased prompts and support
Express and manage feelings appropriately, including requesting help and break
Transition through the activities and environments of the day with increasing independence (open doors, turn on lights, remain seated in area, walk toward sound, or where directed)
Manipulate buttons, knobs on tape player, book player, Ipod, radio to access desired music
Use technology to access information, music, literature, games such as Tablet Apps, Siri, Alexa
Keeps ID cards safe
Show ID card when requested
Provides personal information upon request (Name, DOB . . .)
Discriminates who to show / give personal information to
Knows what to do if lost

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Functional Social Sc. / History 10a and b; 11a and b; 12a and b

Annual Course Grade: 10, 11, 12

COURSE DESCRIPTION: The purpose of this course is to prepare the student to become as independent as possible in his/her living environment, the community and work settings. Included in instruction are personal care, food preparation, on the job, safety and housekeeping skills. Students review and reinforce skills within familiar activity routines, with modeling and prompting. Students are expected to demonstrate vocational skills with increasing independence. Activities include reviewing calendar holidays and their importance, understanding weather conditions and appropriate dressing. Students gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life. Emphasized are skills allow the student more independence in home/personal management. Focus on personal health care, responsibility, home management, family/social life, and community safety are included in this course. Additional, students learn to work with increasing independence on a variety of task sequences and job skills.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Functional Social Sciences/ History coursework for Grades 10, 11 and 12.

Standards:

English Language Arts

Standard 8- Follow one step written directions

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences

Standard 20-Describe people, places, things, locations and actions

Health

(Interpersonal Relationships)

Standard 1-Develop positive relationships with peers

Standard 2-Develop and use effective communication skills

Standard 3-Identify and share feelings in appropriate ways

Standard 4 – Identify appropriate ways to show affection

(Food Prep)

Standard 6 – Develop basic food Preparation skills

(Safety)

Standard 12 – Demonstrate safe behavior in and around motor vehicles

Standard 16- Recognize and avoid situations that can increase risk of abuse

History Social Science

(Civics)

Standard 1 – understand the elements of fair play and good sportsmanship, respect for the rights and opinion of others and respect for rules by which we live, including the meaning of the Golden Rule.

Standard 2 – Follow rules, such as sharing and taking turns and know the consequences of breaking them

Standard 3 -Discuss the importance of public virtue and the role of citizens; including how to participate in a classroom, in the community and in civic life

(Economics)

Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services

Standard 8 Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts

(Geography)

Standard 10= Demonstrate familiarity with to school's layout, environments and the jobs people do there

Standard 11 – Determine the relative locations of objects using the terms near/far/left/ right and behind/in front

(Personal Care/ Management)

Standard 14- Describe how location, weather and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation

Standard 15/16- Put events in temporal order using a calendar, placing days, weeks and months in proper order/ place important events in their lives in the order in which they occurred.

Science

(Investigation and Experimentation)

Standard 1-Compare and sort common objects by one physical attribute

Standard 2-Observe common objects by using the five senses

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 8

Identify picture, word, object

Follow a list/ schedule of activities

Standard 19

Communicate wants/needs using gesture, action, voice output device, or vocalization

Communicate choice using gesture, action, voice output device, or vocalization

Communicate information using single word,, gestures, actions, voice output device, or vocalizations Communicate information using 2- to 3- word phrase, gestures, actions, voice output device, or vocalizations

Standard 20

Identify differences in objects (e.g., size, color, shape)

Share descriptive information about locations and actions

Health

Standard 1

Orient toward speaker

Make eye contact

Engage in parallel play

Engage in interactive play

Share with adult

Share with peer

Initiate play with peer

Take turns

Play a simple group game

Communicate wants and needs

Ask for permission/ help

Accept help

Standard 2

Initiate communication with another

Communicate wants and needs

Give and receive appropriate greetings and salutations

Use appropriate voice volume

Standard 3

Identify own feelings

Express feeling in a socially appropriate manner

Express or demonstrate concern/ sympathy towards others

Standard 4

Respect personal distance/ boundaries

Touch others in an appropriate manner

Express feelings of affection for another in an appropriate manner

Standard 6

wash hands before handling food

use utensils for intended purposes

wash fruits, vegetables, before preparation or eating

Throw away garbage

clean up spills

Standard 12

Travel on sidewalk

Stay with group or adult

Stop upon request

Fasten/ wear seat belt

Remain seated in moving vehicle

Follow driver instructions

Enter/leave vehicles safely

Standard 16

Demonstrate awareness of strangers

Stay with adult or familiar person in public place

History and Social Science

Standard 1

Control physical responses when angered

Initiate and respond to greetings and farewells

Use socially appropriate language

Cooperatively play a simple game

Identify own property; distinguish from others

Treat other's property with care

Touch others in a proper manner

Maintain appropriate social distance when speaking to another

Remain quiet when others are talking

remain on topic in conversations

Follow direction

Express feelings in an appropriate manner

Speak using appropriate volume in different situations

Adjust behavior to fit rules and routines of different situations

Express or demonstrate thought, actions, concern or sympathy for others

Standard 2

Play/work with another person in close proximity

Share materials with an adult

Share materials with a peer

Take turns with an adult

Take turns with a peer

Take turns in an activity involving a group

Comply with rules in classroom, school, community and workplace

Standard 3

Carry out requests

Complete assigned tasks

Gather needed materials for task

Follow/plan daily activities using list/schedules

Put away materials when finished

Volunteer help with task(s)
Follow school/worksite rules

Standard 7

Exchange token for desired item
Hand money to cashier during purchase

Standard 8

Match picture/labels of people to the jobs they do in the community

Standard 14

Identify recreational activities unique to particular locales
Dress in clothing appropriate to weather

Standard 15/16

Follow a list/ schedule of activities
Upon arrival proceed with daily routine
Complete tasks in assigned order
Identify days of the week in proper order
Demonstrate an understanding of Yesterday Today and Tomorrow
Answer questions about important personal dates
Identify months/ seasons/ holidays

Science

Standard 1

Attend to two or more objects presented
Match two like objects
Sort objects by color
Sort objects by shape
Sort objects by texture

Standard 2

Smell various scents
Taste different textures/foods
Attend to visual material
Attend to sounds
Explore textures
Show preferences for scents/flavors/sights/sounds/textures

Others (including Extended Core Curriculum for students with Visual Impairments)

Make choices and advocate for self using multi modal strategies
(ASL, Object Cues, Gestures, Facial Expression, Proximity, Vocalizations, Voca's, AAC)
Holds and manipulates objects to engage in tasks and learning activities
(hold, transfer, release, drop, pass, place, press, turn; Complete simple inset puzzles, beading tasks . . .)
Activates simple cause and effect recreation materials, switches, Tablet Apps
Cooperates with classroom routines
Completes meal time/ snack time routine/ sequence – Gather materials, care for area and materials,
demonstrate manners, pass items as requested, remain neat while eating/drinking, clear areas when completed. Open
packaging, use utensils.
Master using knife to cut/ spread with supervision
Demonstrate safety in food prep activities: use microwave, safe around stove/ oven / burners: store food items away safely
(shelf/ freezer/ fridge) ; recognizes spoiled foods.
Identify a specific location in own classroom
Identify school landmarks/locations
Travel from activity area to activity area within class and on school campus
Increased independence in completing tasks, focusing on tasks, caring for areas and materials
with decreased prompts and support
Express and manage feelings appropriately, including requesting help and break

Transition through the activities and environments of the day with increasing independence
(open doors, turn on lights, remain seated in area, walk toward sound, or where directed)
Manipulate buttons, knobs on tape player, book player, Ipod, radio to access desired music
Use technology to access information, music, literature, games such as Tablet Apps, Siri, Alexa
Keeps ID cards safe
Show ID card when requested
Provides personal information upon request (Name, DOB . . .)
Discriminates who to show / give personal information to
Knows what to do if lost

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Vocational Transition, ESY

Annual Course Grade: Transition, ESY

COURSE DESCRIPTION: The purpose of this course is to prepare the student to become as independent as possible in his/her living environment, the community and work settings. Included in instruction are personal care, food preparation, on the job, safety and housekeeping skills. Students review and reinforce skills within familiar activity routines, with modeling and prompting. Students are expected to demonstrate vocational skills with increasing independence. Activities include reviewing calendar holidays and their importance, understanding weather conditions and appropriate dressing. Students gain understanding of the relationship of good nutrition to prevention control or cure of diseases and medical conditions that shorten life or lessen quality of life. Emphasized are skills allow the student more independence in home/personal management. Focus on personal health care, responsibility, home management, family/social life, and community safety are included in this course. Additional, students learn to work with increasing independence on a variety of task sequences and job skills.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Vocational coursework for Grades ESY and Transition.

Standard 19-Share information and ideas, speaking audibly in complete coherent sentences
Standard 20-Describe people, places, things, locations and actions

Health

(Interpersonal Relationships)

Standard 1-Develop positive relationships with peers
Standard 2-Develop and use effective communication skills
Standard 3-Identify and share feelings in appropriate ways
Standard 4 – Identify appropriate ways to show affection

(Food Prep)

Standard 6 – Develop basic food Preparation skills

(Safety)

Standard 12 – Demonstrate safe behavior in and around motor vehicles
Standard 16- Recognize and avoid situations that can increase risk of abuse

History Social Science

(Civics)

Standard 1 – understand the elements of fair play and good sportsmanship, respect for the rights and opinion of others and respect for rules by which we live, including the meaning of the Golden Rule.
Standard 2 – Follow rules, such as sharing and taking turns and know the consequences of breaking them
Standard 3 -Discuss the importance of public virtue and the role of citizens; including how to participate in a classroom, in the community and in civic life

(Economics)

Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services
Standard 8 Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts

(Geography)

Standard 10= Demonstrate familiarity with to school's layout, environments and the jobs people do there
Standard 11 – Determine the relative locations of objects using the terms near/far/left/ right and behind/in front

(Personal Care/ Management)

Standard 14- Describe how location, weather and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation

Standard 15/16- Put events in temporal order using a calendar, placing days, weeks and months in proper order/ place important events in their lives in the order in which they occurred.

Science

(Investigation and Experimentation)

Standard 1-Compare and sort common objects by one physical attribute

Standard 2-Observe common objects by using the five senses

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts

Standard 8

Identify picture, word, object

Follow a list/ schedule of activities

Standard 19

Communicate wants/needs using gesture, action, voice output device, or vocalization

Communicate choice using gesture, action, voice output device, or vocalization

Communicate information using single word,, gestures, actions, voice output device, or vocalizations Communicate information using 2- to 3- word phrase, gestures, actions, voice output device, or vocalizations

Standard 20

Identify differences in objects (e.g., size, color, shape)

Share descriptive information about locations and actions

Health

Standard 1

Orient toward speaker

Make eye contact

Engage in parallel play

Engage in interactive play

Share with adult

Share with peer

Initiate play with peer

Take turns

Play a simple group game

Communicate wants and needs

Ask for permission/ help

Accept help

Standard 2

Initiate communication with another

Communicate wants and needs

Give and receive appropriate greetings and salutations

Use appropriate voice volume

Standard 3

Identify own feelings

Express feeling in a socially appropriate manner

Express or demonstrate concern/ sympathy towards others

Standard 4

Respect personal distance/ boundaries

Touch others in an appropriate manner
Express feelings of affection for another in an appropriate manner

Standard 6
wash hands before handling food
use utensils for intended purposes
wash fruits, vegetables, before preparation or eating
Throw away garbage
clean up spills

Standard 12
Travel on sidewalk
Stay with group or adult
Stop upon request
Fasten/ wear seat belt
Remain seated in moving vehicle
Follow driver instructions
Enter/leave vehicles safely

Standard 16
Demonstrate awareness of strangers
Stay with adult or familiar person in public place

History and Social Science

Standard 1
Control physical responses when angered
Initiate and respond to greetings and farewells
Use socially appropriate language
Cooperatively play a simple game
Identify own property; distinguish from others
Treat other's property with care
Touch others in a proper manner
Maintain appropriate social distance when speaking to another
Remain quiet when others are talking
remain on topic in conversations
Follow direction
Express feelings in an appropriate manner
Speak using appropriate volume in different situations
Adjust behavior to fit rules and routines of different situations
Express or demonstrate thought, actions, concern or sympathy for others

Standard 2
Play/work with another person in close proximity
Share materials with an adult
Share materials with a peer
Take turns with an adult
Take turns with a peer
Take turns in an activity involving a group
Comply with rules in classroom, school, community and workplace

Standard 3
Carry out requests
Complete assigned tasks
Gather needed materials for task
Follow/plan daily activities using list/schedules
Put away materials when finished
Volunteer help with task(s)

Others (including Extended Core Curriculum for students with Visual Impairments)

Make choices and advocate for self using multi modal strategies

(ASL, Object Cues, Gestures, Facial Expression, Proximity, Vocalizations, Voca's, AAC)

Holds and manipulates objects to engage in tasks and learning activities

(hold, transfer, release, drop, pass, place, press, turn; Complete simple inset puzzles, beading tasks . . .)

Activates simple cause and effect recreation materials, switches, Tablet Apps

Cooperates with classroom routines

Completes meal time/ snack time routine/ sequence – Gather materials, care for area and materials,

demonstrate manners, pass items as requested, remain neat while eating/drinking, clear areas when completed. Open packaging, use utensils.

Master using knife to cut/ spread with supervision

Demonstrate safety in food prep activities: use microwave, safe around stove/ oven / burners: store food items away safely (shelf/ freezer/ fridge) ; recognizes spoiled foods.

Identify a specific location in own classroom

Identify school landmarks/locations

Travel from activity area to activity area within class and on school campus

Increased independence in completing tasks, focusing on tasks, caring for areas and materials with decreased prompts and support

Express and manage feelings appropriately, including requesting help and break

Transition through the activities and environments of the day with increasing independence

(open doors, turn on lights, remain seated in area, walk toward sound, or where directed)

Manipulate buttons, knobs on tape player, book player, Ipod, radio to access desired music

Use technology to access information, music, literature, games such as Tablet Apps, Siri, Alexa

Keeps ID cards safe

Show ID card when requested

Provides personal information upon request (Name, DOB . . .)

Discriminates who to show / give personal information to

Knows what to do if lost

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Independent Living Grade 9,11,12, ESY, and Transition

Annual Course Grade: 9,11,12, ESY and Transition

COURSE DESCRIPTION: This course emphasizes basic life skills. This class focuses on practical applications of daily living skills, self-advocacy skills, communication, personal management and community skills. Students review and reinforce skills within familiar activity routines, with modeling and prompting. As students mature they are expected to engage in increasingly complex basic life skills tasks with increasing levels of independence and accuracy. Activities include prompting and routines to assist students in gaining a wide variety of hands-on every day skills for success in daily life during and after their high school career. Social stories, direct instruction and review in a variety of settings are utilized to assist in generalization of skills.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Independent Living Skills coursework for Grade 9,11,12, Transition and ESY.

Standards:

Health

Standard 5-Practice good Personal Hygiene

Standard 7- Cooperate with parents and health care providers in the treatment or management of disease

Standard 8-Identify information helpful and harmful to health

Standard 10-Make healthy food choices

Standard 11 – Avoid self destructive behaviors

Standard 13 – Recognize emergencies and respond appropriately

Standard 15 -Distinguish between helpful and harmful substances

Standard 16 – Recognize and avoid situations that can increase risk of abuse

PE

Standard 2 – Identify various parts of the body and their location

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Health

Standard 5

Wash and dry hands

Wash and dry face

Control saliva

Blow or wipe nose with tissue

Brush teeth

Comb or brush hair

Check appearance after grooming

Sit on toilet

Void when sitting on the toilet

Remain dry/unsoiled for timed intervals during the day

Indicate discomfort with a toileting accident

Communicate a need for toileting

Pull down clothes before toileting

Flush the toilet

Ask for help during toileting

Adjust clothing after toileting

Wipe with toilet paper

Close the door when toileting

Toilet independently

Cooperate with assistance in dressing
Request assistance in dressing
Take off clothing
Put on clothing
Use fasteners to adjust clothing

Standard 7

Cooperate with parents and health care providers in the treatment or management of disease
Indicate health problem/concern
Cooperate with and/or complete necessary health care procedures/regimens

Standard 8

Identify information helpful and harmful to health
Identify poison symbol
Indicate need for medical assistance

Standard 10

Make healthy food choices
Accept new food choices
Develop oral motor skills for feeding/drinking purposes
Develop fine motor skills for feeding/drinking purposes
Develop appropriate drinking skills for functional purposes
Use appropriate table manners
Develop food selection skills
Indicate where a certain food item would appear on the food pyramid
Discriminate between a healthy and unhealthy food choice
Plan a simple healthy meal/snack

Standard 11

Keep foreign objects out of nose, mouth , eyes, etc
Refrain from self injurious behavior
Remove self from stressful situations

Standard 13

Follow teacher/adult directions during fire/emergency evacuation
Evacuate during emergency alarm
Identify safety signs
Recognize dangerous situations or objects
Communicate to adult about danger/injury to self

Standard 15-

Distinguish between helpful and harmful substances
Refrain from ingesting unknown/inedible substances or material
Comply with request to remove harmful material from mouth
Distinguish between hot and cold
Distinguish between various textures

Standard 16-

Recognize and avoid situations that can increase risk of abuse
Demonstrate awareness of strangers
Stay with adult or familiar person in public place

PE

Standard 2

Demonstrate a physical reaction to sensation on a body part
Move body part in response to directions
Locate body part in imitation of a model
Identify body parts on self

Identify body parts on another person

Others including Extended Core Curriculum for students with Visual Impairments:

Participates in safety drill procedures – earthquake, fire, shelter in place

Open snacks and containers

Pour

Drink from cup

Drink with straw

Distinguish wet from dry

Uses napkin and eats neatly with reminders

Covers nose/mouth when sneezing/ coughing

Learns body parts (Head, facial features, arms, hands, legs , feet, torso, . . .)

Indicates which body part is in discomfort

Applies deodorant

Allows adult to assist with grooming/hygiene tasks that student can't perform independently- toileting, dressing, cleaning, tooth brushing

Selects clothing/ shoes and outer garments appropriate for the weather

Learns to tie/ close shoes

Puts on/ takes off Jacket/ Sweater/Coat

Zips with assistance

Zips and unzips independently

Wear and care for glasses, hearing aides and/ or braces as directed and needed.

Keeps ID cards safe

Show ID card when requested

Provides personal information upon request (Name, DOB, gender . . .)

Discriminates who to show / give personal information to

Knows what to do if lost

Request help in a variety of school and community settings

Make choices and respond to requests – including expressing refusal or NO appropriately

Demonstrates coping strategies to calm, self regulate, problem solve

Cares for gender specific hygiene needs or assists in caring for

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Independent Living / Personal Health Grade 10

Annual Course Grade: Grade 10

COURSE DESCRIPTION: This course focuses on practical applications of daily living skills, self-advocacy skills, communication, personal management and community skills. Emphasis is on basic health care practices that can be easily implemented in a variety of environments. Students review and reinforce skills within familiar activity routines, with modeling and prompting. As students mature they are expected to engage in increasingly complex basic life skills tasks with increasing levels of independence and accuracy. Activities include prompting and routines to assist students in gaining a wide variety of hands-on every day skills for success in daily life during and after their high school career. Social stories, direct instruction and review in a variety of settings are utilized to assist in generalization of skills.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Health

- Standard 1 – Develop positive relationships with peers
- Standard 2 – Develop and use effective communication skills
- Standard 3 – Identify and share feelings in appropriate ways
- Standard 5-Practice good Personal Hygiene
- Standard 7- Cooperate with parents and health care providers in the treatment or management of disease
- Standard 8-Identify information helpful and harmful to health
- Standard 10-Make healthy food choices
- Standard 11 – Avoid self destructive behaviors
- Standard 13 – Recognize emergencies and respond appropriately
- Standard 15 -Distinguish between helpful and harmful substances
- Standard 16 – Recognize and avoid situations that can increase risk of abuse

PE

- Standard 2 – Identify various parts of the body and their location

Representative Objectives:

Student will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Health

Standard 1

- Orient toward speaker
- Share with adult or peer
- Take turns
- Play a simple group game
- communicate wants and needs
- Accept help

Standard 2

- Initiate communication with another
- Give and receive appropriate greetings and salutations
- Use appropriate social conventions

Standard 3

- Identify own feelings
- Identify feelings of others
- Express feelings in a socially appropriate manner
- Express or demonstrate concern/ sympathy towards others

Standard 5

Wash and dry hands
Wash and dry face
Control saliva
Blow or wipe nose with tissue
Brush teeth
Comb or brush hair
Check appearance after grooming
Sit on toilet
Void when sitting on the toilet
Remain dry/unsoiled for timed intervals during the day
Indicate discomfort with a toileting accident
Communicate a need for toileting
Pull down clothes before toileting
Flush the toilet
Ask for help during toileting
Adjust clothing after toileting
Wipe with toilet paper
Close the door when toileting
Toilet independently

Cooperate with assistance in dressing
Request assistance in dressing
Take off clothing
Put on clothing
Use fasteners to adjust clothing

Standard 7

Cooperate with parents and health care providers in the treatment or management of disease
Indicate health problem/concern
Cooperate with and/or complete necessary health care procedures/regimens

Standard 8

Identify information helpful and harmful to health
Identify poison symbol
Indicate need for medical assistance

Standard 10

Make healthy food choices
Accept new food choices
Develop oral motor skills for feeding/drinking purposes
Develop fine motor skills for feeding/drinking purposes
Develop appropriate drinking skills for functional purposes
Use appropriate table manners
Develop food selection skills
Indicate where a certain food item would appear on the food pyramid
Discriminate between a healthy and unhealthy food choice
Plan a simple healthy meal/snack

Standard 11

Keep foreign objects out of nose, mouth , eyes, etc
Refrain from self injurious behavior
Remove self from stressful situations

Standard 13

Follow teacher/adult directions during fire/emergency evacuation
Evacuate during emergency alarm
Identify safety signs

Recognize dangerous situations or objects
Communicate to adult about danger/injury to self

Standard 15-

Distinguish between helpful and harmful substances
Refrain from ingesting unknown/inedible substances or material
Comply with request to remove harmful material from mouth
Distinguish between hot and cold
Distinguish between various textures

Standard 16-

Recognize and avoid situations that can increase risk of abuse
Demonstrate awareness of strangers
Stay with adult or familiar person in public place

PE

Standard 2

Demonstrate a physical reaction to sensation on a body part
Move body part in response to directions
Locate body part in imitation of a model
Identify body parts on self
Identify body parts on another person

Others Including Extended Core Curriculum for students with Visual Impairments:

Participates in safety drill procedures – earthquake, fire, shelter in place
Open snacks and containers
Pour
Drink from cup
Drink with straw
Distinguish wet from dry
Uses napkin and eats neatly with reminders
Covers nose/mouth when sneezing/ coughing
Learns body parts (Head, facial features, arms, hands, legs , feet, torso, . . .)
Indicates which body part is in discomfort
Applies deodorant
Allows adult to assist with grooming/hygiene tasks that student can't perform independently-
toileting, dressing, cleaning, tooth brushing
Selects clothing/ shoes and outer garments appropriate for the weather
Puts on/ takes off Jacket/ Sweater/Coat
Zips with assistance
Zips and unzips independently
Learns to tie/ close shoes
Wear and care for glasses, hearing aides and/ or braces as directed and needed.
Keeps ID cards safe
Show ID card when requested
Provides personal information upon request (Name, DOB . . .)
Discriminates who to show / give personal information to
Knows what to do if lost
Request help in a variety of school and community settings
Make choices and respond to requests – including expressing refusal or NO appropriately
Demonstrates coping strategies to calm, self regulate, problem solve
Cares for gender specific hygiene needs or assists in caring for

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Practical Hands On Science 9 a and b

Annual Course Grade: 9

COURSE DESCRIPTION: Students develop science skills within the context of the alternate achievement standards for students with moderate/severe disabilities. The instructional program emphasizes functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of body parts, and senses. Activities include applying these skills within school and community settings such as vocational tasks, outings, CBI, fund raising projects, and enrichment activities (arts and cooking) to name a few.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Science

Investigation and Experimentation

Standard 1-Compare and sort common objects by one physical attribute

Standard 2-Observe common objects by using the five senses

Standard 3-Communicate observations orally and through drawings

Standard 4-Describe the relative position of objects by using one reference

Standard 5-Compare and sort common objects according to two or more physical attributes Standard 6-Describe the properties of common objects

Physical Science

Standard 7-Know objects fall to the ground unless something holds them up

Standard 8-Know the way to change how something is moving by giving it a push or a pull. The size of the change is related to the strength or amount of force of the push or pull Standard 9-Know objects can be described in terms of the materials they are made of and their physical properties

Representative Objectives

Students will be able to: In accordance with his or her present capacities, the student grows in the ability to:

Science Standard 1

Attend to two or more objects presented

Match two like objects

Sort objects by color

Sort objects by shape

Sort objects by texture

Sort objects by size

Sort objects by weight

Describe one common attribute between two objects

Standard 2

Smell various scents

Taste different textures/foods

Attend to visual material

Attend to sounds

Explore textures

Explore and describe types of scents/flavors/sounds/textures

Show preferences for scents/flavors/sights/sounds/textures

Standard 4

Follow a simple positional receptive instruction

Position objects by using one reference
Describe the positions of 2 differently placed objects
Describe the position of an object in the environment

Standard 5

Sort two different types of animals or objects
Sort objects by color and shape
Sort objects by shape and texture
Sort objects by size and weight
Compare and describe similarities of two specific objects

Standard 6

Identify the color of an object
Identify the size of an object
Identify the shape of an object
Identify the texture of an object
Identify the weight of an object
Describe one property of a given object/picture
Describe two properties of a given object/picture
When given two common objects, describe the common properties

Standard 7

Explore gravity by causing different objects to fall
Follow receptive instructions to drop different objects to the ground
Hold object and release upon request

Standard 8

Roll a ball, push a toy car
Push an object/switch
Pull an object/switch
Identify two amounts of force, such as pushing a ball lightly or harder to make it move
Pull a door open/closed
Push a door open/closed
Use push/pull motion to operate a tool or equipment (e.g. push a broom/vacuum)

Standard 9

Manipulate flexible objects
Identify the color of an object
Identify the size of an object
Identify the shape of an object
Identify the texture of an object
Identify the weight of an object
Identify what materials an object is made of
Describe one property of a given object/picture
Describe two properties of a given object/picture
Describe the common properties of two common objects
Identify/demonstrate the floating and sinking of objects

Others Including Extended Core Curriculum for students with Visual Impairments:

Recognize various ground surface textures and grades through use of cane or walking
Recognize and respond to 'shoreline' when walking with can
Maintain awareness of surroundings and other in surroundings as moves safely through environment
(Indoor and outdoor spaces)

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Community Science 10a and b

Annual Course Grade: 10

COURSE DESCRIPTION: This course emphasizes students gaining an understanding of functional science concepts to assist them in completing every day activities with increased skill and independence. Activities include identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of body parts, and senses. Activities include applying these skills within school and community tasks such as engaging in self care as also caring for living things in their environment (IE: plants)

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Science Physical Science

Standard 10-Know whatever can be a liquid or a solid and can be made to change back and forth from one form to another

Standard 11-Know the properties of substances can change when the substances are mixed, cooled or heated

Standard 12-Know the position of an object can be described by locating it in relation to another object or to the background

Life Science

Standard 13-Know both plants and animals need water, animals need food, and plants need light

Standard 14-Know how to identify major structures of common plants and animals

Standard 15-Know how to observe and describe similarities and differences in the appearance and behavior of plants, and animals

Standard 16-Know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another

Standard 17-Know there is variation among individuals of one kind within a population

Earth Science

Standard 18-Know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants

Standard 19-Know that the weather changes from day to day but those trends in temperature or of rain or snow can be predictable through the seasons

Representative Objectives

Students will be able to: In accordance with his or her present capacities, the student grows in the ability to:

Standard 10

Identify ice cube/water

Identify that a melted ice cube is now water

Standard 11

Identify difference between hot and cold

Identify that substances can change from hot to cold, solid to liquid and vice versa

Follow a simple no-bake cooking recipe

Follow a simple heated recipe

Follow a simple mixing and cooking recipe

Describe what happens when two substances are mixed together

Standard 12

Indicate the relative position of an item by use of prepositions

Execute a simple positional direction

Use one landmark on campus or in community to reach given destination

Use more than one landmark on campus or in the community to reach given destination

Standard 13

Identify animals

Identify plants

Sort animals from/plants

Match animals to their appropriate food source

Identify appropriate habitat for specific animal

Identify appropriate lighted habitats for specific plant

Care for a plant

Care for an animal (fish)

Plant a seed/seedling and observe its growth

Standard 14

Identify body part on self

Standard 15

Match animal same to same

Identify similarities/differences among animals

Identify similarities/differences among plants

Identify characteristics of a pet animal

Standard 18 & 19

Match pictures of weather

Identify various kinds of weather

Identify water descriptors

Categorize appropriate clothing according to weather conditions

Categorize various weather conditions to specific seasons

Record daily weather conditions to show weather trends dress appropriately for different weather conditions

Use weather prediction to determine what to wear to school/work

Others including Extended Core Curriculum for students with Visual Impairments:

Use of tech for information – weather, temperature (Siri, Alexa)

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Elective Music Appreciation

Annual Course Grade:

COURSE DESCRIPTION: This course introduces students to a variety of genres of music exposing them to the history behind when these genres were popular. The course explores the history of music through to contemporary pieces from around the world. Some genres covered include: early musical forms, classical music, American jazz. And more modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and explores different ways for students to create and access music (instruments, recordings, technology). Students will be encouraged to find and explore their personal musical preferences and abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Elective Cooking and Food Preparation

Annual Course Grade:

COURSE DESCRIPTION: This course will explore and introduce concepts in nutrition, basic cooking techniques, kitchen and food safety with the goal of assisting student in learning to make healthier choices and feel comfortable preparing their own meals. Within this course and with support from peers and classroom staff students will review the fundamental basic skills for planning, preparing and evaluating various foods within the Food Guide Pyramid. Students will learn food science, sanitation, and food presentation, follow a written recipe, and learn routine snack/ meal recipes to have a resource. Guest speakers, bake and food sale fundraisers and field trips will add to this Culinary Arts venture. Students will be encouraged to find and explore their personal food preferences and food preparation abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others including Extended Core Curriculum for students with Visual Impairments:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
High School and Transition (Grades 9-12+)

Elective Hands on Arts and Crafts

Annual Course Grade:

COURSE DESCRIPTION: This course is designed to encourage students to build self-confidence and discover their own personal artistic abilities while exploring a variety of textures, materials and techniques. Students will follow directions and modeling to work with paper maché, clay, fabric, paint and other materials that can be used in craft projects. This is a very “hands-on” course and will help the student better understand the physical world and materials. Students will be encouraged to find and explore their personal arts and crafts preferences and abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Elective Hands on Arts and Crafts

Annual Course Grade:

COURSE DESCRIPTION: This course is designed to encourage students to build self-confidence and discover their own personal artistic abilities while exploring a variety of textures, materials and techniques. Students will follow directions and modeling to work with paper maché, clay, fabric, paint and other materials that can be used in craft projects. This is a very “hands-on” course and will help the student better understand the physical world and materials. Students will be encouraged to find and explore their personal arts and crafts preferences and abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Elective Hands on Arts and Crafts

Annual Course Grade:

COURSE DESCRIPTION: This course is designed to encourage students to build self-confidence and discover their own personal artistic abilities while exploring a variety of textures, materials and techniques. Students will follow directions and modeling to work with paper maché, clay, fabric, paint and other materials that can be used in craft projects. This is a very “hands-on” course and will help the student better understand the physical world and materials. Students will be encouraged to find and explore their personal arts and crafts preferences and abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Elective Horticulture

Annual Course Grade:

COURSE DESCRIPTION: Horticulture is the art and science of growing plants either edible or ornamental. This class will be a hands-on experience in developing and maintaining plants and gardens on our campus. The instructor will present lessons on soil preparation, seeds and planting, plant life cycles, the garden habitat, harvesting, composting, from farm to table nutrition, and food around the world. Student learn about the environment through hands-on experiences to discover how soil, plants, insects, and animals interact by growing your own plants, caring for existing plants and trees, and eating garden produce. Students will be encouraged to find and explore their personal gardening and plant preferences and abilities.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace.

Standards:

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Others:

Assessments may include:

California Alternative Assessment (CAA)

Brigance Early Learning Inventory

Transition Planning Inventory

Individual Student Data collection portfolio

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Physical Education, Leisure/ Sports High School Transition and ESY

Annual Course Grade: High School Transition and ESY

COURSE DESCRIPTION: Wayfinder Family Services offers Specially Designed PE for our students. This course emphasizes assisting our students to develop a range of gross motor skills and patterns, PE and movement skills to assist students in learning recreation leisure activities for healthful living habits. Students are expected to engage in a wider variety of activities with increasing independence and with more interaction with peers as they mature. Activities include (if student is able) walking in a variety of settings (community, campus), use of gym equipment, rhythm and dance, use of play yard equipment, ball play, cooperative games, running, jumping, climbing, yoga etc . . .Students are expected to follow directions and engage in group activities as they build motor skills and stamina. Also part of our PE experiences are visits to parks, community activity centers and developing social skills and interests to enable students to engage in constructive and personally satisfying leisure activities in school, home, and the community. Recreation and leisure activities include games, puzzles, arts, crafts, music, social gatherings, hobbies, and self-regulating interactive behaviors.

This course is designed to prepare students to meet alternative standards found in the Curriculum Guide for Students with Moderate to severe Disabilities. Students enter into and move through the standards at an individual pace. For that reason the course description applies to Physical Education, Leisure/ Sports coursework for High School, Transition and ESY.

Standards:

- Standard 1 – Learn to use equipment safely and responsibility
- Standard 7 – Travel in relationship to objects: over, under, behind and through
- Standard 8 – Maintain aerobic activity for a specified time
- Standard 10 – Toss and catch a ball alone or with a partner
- Standard 12 – Play and assist others in activities in groups up to five

Representative Objectives:

Students may be able to:

In accordance with his/ her present capacities, the student grows in the ability to:

Standard 1

- Follow directions and instruction when using equipment
- Use recreational equipment for its intended purpose

Standard 7

- Orient toward object in path of travel
- Navigate obstacle in path of travel
- Demonstrate travel abilities in various environments

Standard 8

- Maintain movement activity for a set time period
- Follow aerobic activity with group

Standard 10

- Move/ manipulate a ball
- Direct the ball to another person/target
- Trap/catch ball with body/ hands
- Throw/ catch a ball with use of equipment

Standard 12

- Engage in activity by self
- Engage in activity with another person
- Follow rules of group games/ activities
- cooperate with others in group games/ activities

Standard 13

Accept exposure to a variety of activities
Accept and cooperate in activity chosen by teacher
Choose preferred activity
Actively engage in preferred activity

Others including Extended Core Curriculum for students with Visual Impairments:

Move through the environment safely – using cane, trailing, sighted guide or protective techniques as needed
Using cane learning cane techniques when appropriate
Use PT equipment as directed and safely
Cooperate in use of PT equipment
Uses Media for Recreation/ leisure tasks: Computer – clicks mouse, Tablet – activates apps, CD, Ipod, Book Reader, Radio, Tape player, Siri, Alexa, AAC
Explores a variety of hobbies to discover interests
Utilizes a variety of settings for recreation/ leisure activities – shopping, eating out, parks, outdoor spaces, gym . . .

Assessments may include:

California Alternative Assessment (CAA)
Brigance Early Learning Inventory
Transition Planning Inventory
Individual Student Data collection portfolio
Individual Education Program (IEP)

