

Wayfinder Family Services
Course of Study
K-8

Functional Reading Primary (Grades K-2)

Annual Course Grade: Primary (Grades K-2)

COURSE DESCRIPTION: Functional Reading Primary: This course promotes the development of pre academic and early academic skills related to attending, pre-reading and writing skills. Focus is on early academic and per-academic skills as they relate to preparing students to eventually function independently to their optimal level in a variety of settings. Activities include: attending to literature and learning activities, exploring objects - building upon receptive vocabulary to understand the relationship between object labels and actual functional objects; learning to identify sounds, understand symbols and, for students with visual impairments, gain skills in tactically exploring their environment and learning / functional materials. Students gain skills in responding to the spoken word of others. Students will use multi modal strategies to begin to engage with text and answer questions about text. Students will begin to explore written expression by learning to make purposeful marks on paper.

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)

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

(Reading Comprehension)

Standard 4 – Classify grade appropriate categories of words

Standard 7-Recognize common abbreviations

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

(Writing/Writing Strategies)

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

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

(Speaking Applications)

Standard 18-Listen attentively

Standard 21-Stay on topic when speaking

Representative Objectives:

Students may be able to:

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

Standard 1

Recognize pictures for specific activities

Distinguish letters from non-letters

Match same-case letters

Standard 2

Indicate environmental sound source

Categorize sound

Communicate sound of letters

Standard 3

Identify environmental symbols/signs/cues
Match symbol/cue to activity or function
Follow a list/schedule of activities

Standard 4

Identify object by function
Sort objects by function/use
Identify picture by function
Sort pictures by function/use

Standard 5

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

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

Standard 10

Respond to simple questions about text
Recall events/story

Standard 11

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

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
Produce Name

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 to access software
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 21

Attend and respond to speaker

Others:

Sits for a story
Looks at and turns the pages of a book, magazine

Identify five common objects, signs, symbols
Identify the front cover, back cover and title page of a book
Identify a favorite story
Identify two characters that interact in a story
Attends to activity screen
Identify/ label functional objects

Presses sound buttons in sound books
Engages with objects and object cues related to story or class activity

Match objects and materials
Sort by size, shape, color
Engage in sensory exploration and sensory play

**Other: Extended Core Curriculum for VI Students
(Tactile Readiness)**

Identify functional object presented (IE cup, plate, spoon)
Give functional object upon request (from a field of 2-3)
Locate and explore to find requested objects on tabletop surface
Identify Top/bottom/ side/ middle of surface being explored
Will allow staff to prompt for trailing Braille lines in storybooks
and to trail left to right/ top to bottom on Braille book pages to explore tactile pictures

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Functional Reading Lower Elementary (Grades 3-5)

Annual Course Grade: Lower Elementary (Grades 3-5)

COURSE DESCRIPTION: This course promotes the continued development of pre academic and early academic skills related to attending, per-reading and writing skills. Focus is on the use of early reading and writing skills as they relate to preparing students to eventually function independently to their optimal level in a variety of settings. Activities include: continuing to grow in the ability to attend to learning and literacy activities for longer periods of time and with increased independence: continuing to develop receptive and expressive vocabulary, learning to respond to instructional activities through multi modal means – gestures, facial expressions, vocalizations, verbalization, message devices , ASL and/ or proximity. Intermediate students will continue to gain literacy skills to identify sounds, consonant sounds and high frequency sight words or symbols, including their first names. Students with visual impairments will continue to gain skills in tactically exploring their environment and functional materials. Students continue to gain skills in responding to the spoken word of others, 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. Students continue to explore written expression by learning to make purposeful marks on paper. Intermediate students will begin to produce their name through writing, stamping. Braille or keyboarding.

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)

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 . . . sounds to appropriate letters

Standard 3-Understands that printed materials provide information

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

(Reading/ Listening Comprehension)

Standard 4 – Classify grade appropriate categories of words

Standard 7-Recognize common abbreviations

Standard 8-Follow one-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

(Writing/Writing Strategies)

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

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

(Speaking Applications)

Standard 18-Listen attentively

Standard 21-Stay on topic when speaking

Representative Objectives:

Students may be able to:

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

Standard 1

Recognize pictures for specific activities
Distinguish letters from non-letters
Match same-case letters

Standard 2

Indicate environmental sound source
Categorize sound
Communicate sound of letters

Standard 3

Identify environmental symbols/signs/cues
Match symbol/cue to activity or function
Follow a list/schedule of activities

Standard 4

Identify object by function
Sort objects by function/use
Identify picture by function
Sort pictures by function/use

Standard 5

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

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

Standard 10

Respond to simple questions about text
Recall events/story

Standard 11

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

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
Produce Name

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 to access software

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 21

Attend and respond to speaker

Others:

Sits for a story

Looks at and turns the pages of a book, magazine

Identify five common objects, signs, symbols

Identify the front cover, back cover and title page of a book

Identify a favorite story

Identify two characters that interact in a story

Identifies beginning, middle and end of story

Attends to activity screen

Identify/ label functional objects

Identifies signs/ object cues and functional objects

Presses sound buttons in sound books

Engages with objects and object cues related to story or class activity

Use multi modal strategies to dictate words or sentences to staff

Use multi modal strategies to answer questions about text, stories, activities

Match objects and materials

Sort by size, shape, color

Engage in sensory exploration and sensory play

Other: Extended Core Curriculum for VI Students

(Tactile Readiness)

Identify functional object presented (IE cup, plate, spoon)

Give functional object upon request (from a field of 2-3)

Locate and explore to find requested objects on tabletop surface

Identify Top/bottom/ side/ middle of surface being explored

Will allow staff to prompt for trailing Braille lines in storybooks

and to trail left to right/ top to bottom on Braille book pages to explore tactile pictures

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Functional Reading Upper Elementary (Grades 6-8)

Annual Course Grade: Upper Elementary (Grades 6-8)

COURSE DESCRIPTION: This course promotes the continued development of pre-academic and early academic skills related to attending, learning pre reading and writing skills. Focus is on the use of early reading and writing skills as they prepare students to eventually function independently to their optimal level in a variety of settings. Activities include: continuing to grow in the ability to attend to learning and literacy activities for longer periods of time and with increased independence; continuing to develop receptive and expressive vocabulary, learning to respond to instructional activities through multi modal means – gestures, facial expressions, vocalizations, verbalization, message devices , ASL and/ or proximity. Intermediate students will continue to gain literacy skills to identify sounds, consonant sounds and high frequency sight words or symbols, including their first names. Students with visual impairments will continue to gain skills in tactically exploring their environment and functional materials. Students continue to gain skills in responding to the spoken word of others, 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. Students continue to explore written expression by learning to make purposeful marks on paper. Intermediate students will begin to produce their name through writing, stamping or keyboarding.

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)

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

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

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 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
Use books or magazines correctly

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Functional Communication Primary (K-2)

Annual Course Grade: Functional Communication Primary (K-2)

COURSE DESCRIPTION: This course provides an integrated curriculum that is functional and draws on each student's experience. Students develop individualized language and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. The instructional program emphasizes communication skills in meaningful contexts. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members. 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.

Standards:

English/ Language Arts

(Speaking Applications)

Standard 18-Listen attentively

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

Standard 21-Stay on topic when speaking

Standard 22 – Ask questions for clarification and understanding

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

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 18

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

Attend to speaker for duration of activity

Standard 19

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

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

Standard 20

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

Describe object by size and/or color

Standard 21

Attend and respond to speaker

Interact with person or group regarding specific topic

Standard 22

Obtain help using gestures, actions, voice output device or vocalizations

History / Social Science

Standard 1

Initiate and respond to greetings and farewells
Use socially appropriate language
Cooperatively play a simple game
Maintain appropriate social distance when speaking to another
Follow direction
Express feelings in an appropriate manner

Standard 2

Play/work with another person in close proximity
Take turns with an adult

Others (Including Extended Core Curriculum objectives for students with Visual Impairments):

Turn toward speaker
Alert to Name
Attend to learning activities with support
Imitate simple actions/vocalizations/words upon request
Engages in socio dramatic play or engages with objects appropriately (brush, spoon . . .)
Talks about events currently happening
Request preferred items
Accepts or declines items offered, answers Yes or No if verbal or with gestures
Attends to simple songs, chants, finger plays
Imitates or anticipates actions, words or objects relates to simple songs, chants and fingerplays
Request preferred items
Directs adult to desired object or activity
Requests More or Again
Imitates, responds to , attempts modified ASL signs for at least a few intents (More, Mine, Want, All done, Bathroom)
Decline non preferred items (verbal, vocal, gestural, AAC)
Recognize familiar faces/voices / objects
Respond to name
Follows simple directions:
Give, get, sit down, stand up, come here . . .
Indicates all done or finished

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Functional Communication Lower Elementary (Gr. 3-5)

Annual Course Grades: Lower Elementary (Gr. 3-5)

COURSE DESCRIPTION: This course continues to provide an integrated curriculum that is functional and draws on each student's experience. Students continue to develop individualized language and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. Students gain increased receptive and expressive functional communication and social skills to communicate with increased independence. The instructional program emphasizes communication skills in meaningful contexts. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members. A variety of high-and low-tech individual adaptations may be utilized in order for students to access the content area. Students with visual impairments may begin working on tactile efficiency, trailing Braille line skills and work on introduction to the Brailier.

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

(Speaking Applications)

Standard 18-Listen attentively

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

Standard 21-Stay on topic when speaking

Standard 22 – Ask questions for clarification and understanding

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

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 18

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

Attend to speaker for duration of activity

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

Communicate information using a complete sentence using gestures, actions, voice output device, or vocalizations

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

Standard 21

Attend and respond to speaker

Interact with person or group regarding specific topic

Standard 22

Obtain help using gestures, actions, voice output device or vocalizations

Ask simple questions using gestures, actions, voice output device or vocalizations

History / Social Science

Standard 1

Initiate and respond to greetings and farewells

Use socially appropriate language

Apologize for intentional/unintentional behavior

Cooperatively play a simple game

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

Wait to be acknowledged verbally or by gesture before speaking

Speak using appropriate volume in different situations

Standard 2

Play/work with another person in close proximity

Trade materials with another person

Share materials with an adult

Take turns with an adult

Others (Including Extended Core Curriculum objectives for students with Visual Impairments):

Turn toward speaker

Alert to Name

Attend to learning activities with support

Imitate simple actions/vocalizations/words upon request

Engages in socio dramatic play or engages with objects appropriately (brush, spoon . . .)

Talks about events currently happening

Activate Switch or Voca to participate in activity

Request preferred items

Accepts or declines items offered, answers Yes or No if verbal or with gestures

Attends to simple songs, chants, finger plays

Imitates or anticipates actions, words or objects relates to simple songs, chants and finger plays

Request preferred items

Directs adult to desired object or activity

Requests More or Again

Imitates, responds to , attempts modified ASL signs for at least a few intents (More, Mine, Want, All done, Bathroom)

Decline non preferred items (verbal, vocal, gestural, AAC)

Recognize familiar faces/voices / objects

Greet and respond to greetings

Respond to name

Says name when asked

Follows

simple

directions:

Give, get, sit down, stand up, come here . . .

Indicates all done or finished

Request break

Braille Reading and Writing:

Develop tactile efficiency skills

Trail Braille lines and passages, explore tactile pictures

Begin to explore Braille

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Functional Communication Upper Elementary (Grade 6-8)

Annual Course Grades: Upper Elementary (Gr. 6-8)

COURSE DESCRIPTION: This course continues to provide an integrated curriculum that is functional and draws on each student's experience. Students continue to develop individualized language and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. Students gain increase receptive and expressive functional communication and social skills to communicate with increased independence. The instructional program emphasizes communication skills in meaningful contexts. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members. A variety of high-and low-tech individual adaptations may be utilized in order for students to access the content area. Students with visual impairments may begin working on tactile efficiency, trailing Braille line skills and work on introduction to the Brailier.

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

(Speaking Applications)

Standard 18-Listen attentively

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

Standard 21-Stay on topic when speaking

Standard 22 – Ask questions for clarification and understanding

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

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 18

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

Attend to speaker for duration of activity

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

Communicate information using a complete sentence using gestures, actions, voice output device, or vocalizations

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

Standard 21

Attend and respond to speaker
Interact with person or group regarding specific topic

Standard 22

Obtain help using gestures, actions, voice output device or vocalizations
Ask simple questions using gestures, actions, voice output device or vocalizations

History / Social Science

Standard 1

Initiate and respond to greetings and farewells
Use socially appropriate language
Apologize for intentional/unintentional behavior
Cooperatively play a simple game
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
Wait to be acknowledged verbally or by gesture before speaking
Speak using appropriate volume in different situations

Standard 2

Play/work with another person in close proximity
Trade materials with another person
Share materials with an adult
Take turns with an adult

Others (Including Extended Core Curriculum objectives for students with Visual Impairments):

Turn toward speaker
Alert to Name
Attend to learning activities with support
Imitate simple actions/vocalizations/words upon request
Engages in socio dramatic play or engages with objects appropriately (brush, spoon . . .)
Talks about events currently happening
Activate Switch or Voca to participate in activity
Request preferred items
Accepts or declines items offered, answers Yes or No if verbal or with gestures
Attends to simple songs, chants, finger plays
Imitates or anticipates actions, words or objects relates to simple songs, chants and finger plays
Request preferred items
Directs adult to desired object or activity
Requests More or Again
Imitates, responds to attempts modified ASL signs for at least a few intents (More, Mine, Want, All done, Bathroom)
Decline non preferred items (verbal, vocal, gestural, AAC)
Recognize familiar faces/voices / objects
Greet and respond to greetings
Respond to name
Says name when asked
Follows simple directions:
Give, get, sit down, stand up, come here . . .
Indicates all done or finished
Request break

Braille Reading and Writing:

Develop tactile efficiency skills

Trail Braille lines and passages, explore tactile pictures
Begin to explore Braille

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Functional Math Primary (Grade K-2)

Annual Course Grade: Primary (Gr. K-2)

COURSE DESCRIPTION: This course provides hands-on, functional activities that introduces our students to 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. 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.

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

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

Time, routines, schedules

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

Measurement and Geometry

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

Representative Objectives:

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

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

Standard 2

Use number word “more”

Demonstrate the ability to give “one more” or “one less”

Standard 9

Match colors

Match shapes

Match sizes

Sort items by single attribute

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

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

Match activity to time of the day

Standard 15

Match common shapes

Others:

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

Complete simple inset puzzles

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Functional Math Lower Elementary (Grade 3-5)

Annual Course Grade: Functional Math Lower Elementary (Gr. 3-5)

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 move through rote counting tasks to increased understanding of counting tasks and increased complexity in the sorting and positioning tasks. 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.

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

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

Number Sense Intermediate:

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

Consumer Math Intermediate:

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

Measurement and Geometry

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

Standard 16-Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit

Time, routines, schedules

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

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

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:

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

Standard 1

Indicate quantity of "1"

Indicate quantities of more than "1"

Match printed numerals to same

Count using 1:1 correspondence

Rote count

Identify numerals

Match quantity to numeral
Sequence numbers

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"

Standard 4

Match groups having equal numbers of objects
Identify object groups that demonstrate number concepts (one, more, less, etc.)
Determine which of 2 groups has more/less or many/few

Standard 5

Identify numerals
Produce numerals
Count out requested number of objects
Recognize numerals within school environment/ community setting

Standard 9

Match colors
Match shapes
Match sizes
Sort items by single attribute
Classify objects by category (i.e. food, clothing, animals)

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\

Standard 13

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

Standard 14

Identify days of the week in succession by rote
Identify current day

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

Sort items according to single attribute
Measure food product using 1 cup/1/2 cup

History and Social Sciences

Standard 7

Exchange coins/money for desired item

Others

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

Complete simple inset puzzles

Perform simple addition in functional situations (intermediate)

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

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Functional Math: Upper Elementary (Grade 6-8)

Annual Course Grade: Upper Elementary (Gr. 6-8)

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). 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.

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

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 $\frac{1}{2}$ 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

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
Complete simple inset puzzles
Engages in simple sequenced tasks/ activities (first/next)
Completes a sequence of 2-3 tasks
Identify words for simple numerals
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 will include:

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

Wayfinder Family Services
Course of Study
K-8

Pre Vocational Primary (Grade K-2)

Annual Course Grade: Primary (Gr. K-2)

COURSE DESCRIPTION: This course emphasizes exposing students to readiness skills in the area of task focus, attending, learning, following directions, self advocacy, safety, responsibility as well as working and communicating in groups. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members.

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 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

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 schedule

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

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

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:

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)

Activates simple cause and effect toys, switches, Tablet Apps

Cooperates with classroom routines

Assists with passing out, cleaning up materials/ activity areas

Upon directions will attempt to imitate familiar sound, word, action

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

Course of Study
K-8

Pre Vocational Lower Elementary (Grade 3-5)

Annual Course Grade: Lower Elementary (Gr. 3-5)

COURSE DESCRIPTION: This course emphasizes promoting per-vocational skills development in the areas of task focus, attending, learning, following directions, personal management, self advocacy, safety, responsibility as well as working and communicating in groups. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Students review and reinforce skills within familiar activity routines, with modeling and prompting. As students mature they are expected to demonstrate pre vocational skills with increasing independence. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members.

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:

Students may be able to:

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

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 toys, switches, Tablet Apps
Cooperates with classroom routines
Upon directions will attempt to imitate familiar sound, word, action
Identify a specific location in own classroom
Identify school landmarks/locations
Travel from activity area to activity area within class and on school campus
Growing 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)

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Pre Vocational Upper Elementary (Grade 6-8)

Annual Course Grade: Upper Elementary (Gr. 6-8)

COURSE DESCRIPTION: This course emphasizes promoting per-vocational skills development in the areas of task focus, attending, learning, following directions, personal management, self advocacy, safety, responsibility as well as working and communicating in groups. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Students review and reinforce skills within familiar activity routines, with modeling and prompting. Students are expected to demonstrate pre vocational skills with increasing independence. Activities include using a functional communication system, participating in functional activities across the day and domains, social stories, and social interactions with staff, peers and school community members.

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 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 toys, switches, Tablet Apps
Cooperates with classroom routines
Upon directions will attempt to imitate familiar sound, word, action
Identify a specific location in own classroom
Identify school landmarks/locations
Travel from activity area to activity area within class and on school campus
Emerging 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)

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Independent Living Skills Primary (Grade K-2)

Annual Course Grade: Primary (Gr. K-2)

COURSE DESCRIPTION: This course emphasizes self care skill acquisition. Skills in the realms of hygiene, grooming, self dressing, self feeding, self advocacy, and toileting are emphasized. Manners, choice making, social emotional skills and community skills are also reviewed. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Students review and reinforce skills within familiar activity routines, with modeling and prompting. Activities include prompting and routines throughout the day to review independent living skills, social stories, direct instruction and review in a variety of settings to assist in generalizations 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 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

Control saliva

Sit on toilet

Void when sitting on the toilet

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

Standard 7

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

Cooperate with and/or complete necessary health care procedures/regimens

Standard 8

Identify information helpful and harmful to health

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

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

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-

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:

With assistance participates in safety drill procedures – earthquake, fire, shelter in place

Drink from cup

Distinguish wet from dry

Uses napkin and eats neatly with reminders

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

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

Tolerates wearing glasses, hearing aides and/ or braces as directed and needed.

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

**Course of Study
K-8**

Independent Living Skills Lower Elementary (Grade 3-5)

Annual Course Grade: Lower Elementary (Gr. 3-5)

COURSE DESCRIPTION: This course emphasizes self care skill acquisition. Skills in the realms of hygiene, grooming, self dressing, self feeding, self advocacy, toileting and recreation/ leisure are emphasized. Manners, choice making, social emotional skills and community skills are also reviewed. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Students review and reinforce skills within familiar activity routines, with modeling and prompting. As students mature they are expected to engage in increasingly complex self care tasks with increasing levels of independence and accuracy. Activities include prompting and routines throughout the day to review independent living skills, social stories, direct instruction and review in a variety of settings to assist in generalizations 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 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

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

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:

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

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Independent Living Skills Upper Elementary (Grade 6-8)

Annual Course Grade: Upper Elementary (Gr. 6-8)

COURSE DESCRIPTION: This course emphasizes self care skill acquisition. Skills in the realms of hygiene, grooming, self dressing, self feeding, self advocacy, toileting and recreation/ leisure are emphasized. Manners, choice making, social emotional skills and community skills are also reviewed. A variety of high-and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Students review and reinforce skills within familiar activity routines, with modeling and prompting. As students mature they are expected to engage in increasingly complex self care tasks with increasing levels of independence and accuracy. Activities include prompting and routines throughout the day to review independent living skills, social stories, direct instruction and review in a variety of settings to assist in generalizations 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 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:

With assistance 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

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

Assessments will include:

California Alternative Assessment (CAA)

Individual Student Data collection portfolio

Brigance Early Learning Inventory

Individual Education Program (IEP)

Wayfinder Family Services
Course of Study
K-8

Physical Education, Leisure/ Sports Primary (Grade K-2)

Annual Course Grade: Primary (Gr. K-2)

COURSE DESCRIPTION: Wayfinder Family Services offers Specially Designed PE for our students. This course emphasizes exposing students to a range of gross motor skills and patterns, PE skills and movement education to assist students in developing gross motor and recreation leisure activities for healthful living habits. 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 ect . . .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.

Standards:

PE

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:

Student will be able to:

In accordance with his or 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

Standard 10

Move/ manipulate a ball

Direct the ball to another person/target

Standard 12

Engage in activity by self

Engage in activity with another person

Follow rules of 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:

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Physical Education, Leisure/ Sports Lower Elementary (Grade 3-5)

Annual Course Grade: Lower Elementary (Gr. 3-5)

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. 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.

Standards:

PE

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:

PE

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

Standard 10

Move/ manipulate a ball

Direct the ball to another person/target

Trap/catch ball with body/ hands

Standard 12

Engage in activity by self

Engage in activity with another person

Follow rules of 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:

Assessments will include:

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

Wayfinder Family Services
Course of Study
K-8

Physical Education, Leisure/ Sports Upper Elementary (Grade 6-8)

Annual Course Grade: Upper Elementary (Gr. 6-8)

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.

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:

Assessments will include:

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