Sudbury   Espanola   Manitoulin

Vision Statement:

Rainbow District School Board provides quality education addressing the needs of its students, and enabling them to maximize their potential as productive and satisfied members in a global community. Within the range of placements offered to exceptional students, the Board recognizes inclusion and integration as the standard wherever possible.

All students have the right to fulfill their potential through strong support systems and stimulating program opportunities. The Rainbow District School Board's Alternative Curriculum is intended to replace the Ontario Curriculum for those students whose learning needs differ significantly from the learning expectations outlined in the Ontario Curriculum.

THE ALTERNATIVE CURRICULUM

The Alternative Curriculum offers an overview of the learning expectations for students working outside the scope of the Ontario curriculum. The expectations outlined in this document serve to address the continuity of learning from one year to the next, or from one school to the next over the course of the student's schooling. This Curriculum is intended to enhance individualized programming and student learning. The ultimate goal in the use of the Alternative Curriculum is to provide the student with the skills needed to achieve optimal independence, allowing the learner successful integration into his/her community.

The Alternative Curriculum is geared to students who have a moderate/severe intellectual disability and require an alternative to the Ontario Curriculum.

The Alternative Curriculum has been organized into 10 units:

- ▸ Language
- ▸ Math
- ▸ Science and Technology
- ▸ Motor Skills
- ▸ Communication
- ▸ Life Skills
- ▸ Personal Growth
- ▸ Community Life
- ▸ World of Work
- ▸ Student as a Learner

Each unit is divided into sub-units which are then divided into 6 columns: A to F. Students are initially assessed upon entering the program and their results are recorded on the form *Progress- at-a-Glance* (appendix A). Performance at one level in an area does not necessarily reflect the same performance in another area. Periodic assessment should be done indicating the student's progress from the starting point to their ultimate goal of achieving the expectations selected. Once the student has mastered the skills required to achieve the expectations of the Alternative curriculum in any given sub-unit their academic programming would be continued using the Ontario Curriculum. In considering what expectations to address with a student consideration should be given to the following;

- ▸ the student's age
- ▸ the student's intellectual functioning level
- ▸ the student's current level of performance
- ▸ the student's communication ability
- ▸ the student's degree of mobility and motor development

The teacher will then need to ask if the expectations selected

- ▸ are appropriate to the child's overall level and promote independence
- ▸ have a practical function for the student allowing the student to integrate successfully into everyday life
- ▸ develop skills which can be used in a variety of situations in daily living
- ▸ help the child develop appropriate social skills
- ▸ respect the priorities of parents

The teacher's aim is to have the student experience success for all learning tasks. All teaching tasks are developed by a cyclical process involving ongoing observation, evaluation, adjustments to structure and environment, and implementation. The observation component involves not only the observation of the student's performance but also of the student's needs. In terms of the child's learning, the teacher must keep in mind the exploration stage, acquisition stage and the consolidation stage.

The Alternative Curriculum places the student at the heart of the process and at the centre of all programming. The curriculum is intended to develop skills which will allow for effective communication at the child's level of competency, effective motor skills which will enhance independence, and the development of positive attitudes and interpersonal relationships in order to access leisure activities and integrate successfully into the community and the workplace.

At-A-Glance
Student Progress

Teacher:_____   Year:_____

Use a different colour to mark each term, showing student growth within the Alternative Curriculum (see Legend at the bottom of page 2). Please place a copy of this form in the student's portfolio.

Student Name:		A	B	C	D	E	F
Unit 1: Language	Reading						
	Writing						
Unit 2: Mathematics	Numbers						
	Spatial Awareness						
Unit 3: Science and Technology	Technology						
	Social Studies						
	Science						
Unit 4: Motor Skills	Manual Dexterity						
	Eye-Hand Co-ordination						
	Physical Activities						
	Locomotion						
	Co-ordination/Strength						
Unit 5: Communication	Personal Interactions						
	Interactions with the Environment						
	Language Usage						
	Verbal Comprehension						
Unit 6: Life Skills	Eating/Nutrition						
	Dressing and Maintenance						
	Maintenance of Living Accommodations						
	Exterior Maintenance						

Student Name:		A	B	C	D	E	F
Unit 7: Personal Growth	Personal Knowledge						
	Interpersonal Relationship						
	Appearance						
	Health and Hygiene						
	Sexuality and Intimacy						
	Family Life						
Unit 8: Community Life	Exploring the Environment						
	Leisure Activities						
	Services						
	Commerce						
	Time						
Unit 9: World of Work	Employment Opportunities						
	Job Safety						
Unit 10: Student As A Learner	Task Organization						
	Time Management						
	Functional Relationships						
	Flexibility, Tenacity and Productivity						
	Job Safety						

LEGEND	
COLOUR	TERM
Blue	One
Red	Two
Black	Three

STRUCTURING THE ENVIRONMENT

Classes for students requiring the Alternative Curriculum necessitate much structure both in terms of instruction and in the set-up of the environment. The physical layout of the class will provide the student with a calm, safe milieu and will enhance student performance and independence.

Creating a class schedule, defining specific work areas and having individual time tables all help to create a structured environment. The class schedule could be posted to the wall outlining the various activities and routines, and pictures or colours can be used to differentiate between the activities. Clearly defining the work areas or centres within the classroom helps the student recognize the different types of activities that are completed in these areas during the course of the day. The work that you provide in these areas needs to be clearly outlined. The materials that are displayed within each of these defined areas tells the student what type of activity they will participate in and each activity will support the goal of independence. The child needs to be given explicit directions. Do not place additional materials that are not necessary for the completion of the task in this area. This will help focus the student's attention on the pertinent activity.

Example of areas you might want to define:

- ▸ snack area – cooking/arts and crafts
- ▸ a leisure area (computers, listening activities, arts and crafts)
- ▸ independent work area (written assignments)
- ▸ direct instruction area (teacher provides instruction)
- ▸ neutral area (gathering area used for transition...this is the area where students gather when it is time to change activities)

Organizing your classroom in this fashion helps to promote student understanding and learning and diminish student behaviour difficulties.

The timetable should show the student when the activities will take place and in what order. A timetable also helps the student understand when the activity begins and ends. In this manner changes to the timetable are planned well ahead, and transition periods are easily foreseen. Each child should be able to manipulate his or her own timetable so that the activities that must be undertaken and those that are completed are easily recognizable. The student can take the object off the timetable (chart) and bring it to the location of the activity, and return it to the chart once completed or the student could simply put a check mark next to the activity once completed. The complexity of the child's timetable is dependent on the child's comprehension level. The goal is always to ensure that the child can use his or her timetable in an independent manner. The length of the timetable can be divided into periods, or half days, full days or for the week depending on the child's understanding of temporal concepts. A scheduled day and environment provides security for the student. The visual aspect of the timetable allows the student to develop flexibility, independence and resilience in adjusting to unexpected circumstances and changes.

STRUCTURING THE WORK SCHEDULE

When structuring the work schedule the teacher needs to keep in mind the child's level of understanding and independence. Train the student to ask himself or herself five critical questions.

- ▸ What work do I need to do?
- ▸ How much work do I need to complete?
- ▸ When does it need to be finished?
- ▸ What will happen after?
- ▸ Why am I doing this work?

The teacher on the other hand needs to ask similar questions, keeping in mind

- ▸ the child's ability level to work independently
- ▸ the child's motor ability
- ▸ how the work will be presented
- ▸ what materials will be required
- ▸ how the materials will be presented (folder, basket)
- ▸ how the directions will be given (written out, picture format, etc.)
- ▸ how much time the student will be provided with
- ▸ how many activities the student will be asked to complete
- ▸ how long each activity will take
- ▸ how the student will indicate that he/she has completed the assignment (will the student put a checkmark next to the activity on the timetable, will an object be placed in a certain location ie. paper in a basket)
- ▸ if a timer is required to indicate the duration of the activity
- ▸ what the student will do once the activity is completed (should the student go back to what the schedule indicates, or go to a leisure activity)
- ▸ the need for external motivation (does the student need encouragement or a reinforcer?)
- ▸ how will the teacher indicate to the student that he/she will receive a reinforcer and when? The teacher must keep in mind that the activity following the task could be in itself the reinforcer (computer time)

Another effective strategy in organizing the work schedule is to use visual cues. For example, always show the child a sample of the finished product and leave it in the area where the child is going to complete the task. In order to visually show the child where to begin a task, you can use colour cues, numbers etc.

Implementing the above strategies in your classroom will assist students in attaining the goal of becoming independent, productive learners.

Unit One:
Language

	A	B	C
LANGUAGE **1.1 Reading**	**Literacy Skills**	**Literacy Skills**	**Literacy Skills**
	• sits for a story • looks at and turns the pages of a book, magazine • relates objects to the illustration • spontaneously points to a picture to relate an idea	• shows an interest in listening to a story • names objects, people and actions represented in the illustrations • associates a picture, image or pictogram (cane, dress, hat, chair) with its function • recognizes first name in print • participates in reading by inserting words, gestures, noises and phrases • recognizes or imitates the principal characters in a story	• "reads" from memory by looking at the illustrations • recognizes most of the letters of the alphabet • participates in the reading by inserting phrases • anticipates the subject of the story from the illustrations • grasps the story line by interpreting the illustrations • predicts the story that is being read • sequences a simple story (beginning, middle, end) • recognizes left to right sequence • recognizes a small number of words out of context

D	E	F
Literacy Skills	**Literacy Skills**	**Literacy Skills**
• reads short illustrated texts that contain concrete and familiar information • reads posters and signs (danger, washrooms, men, etc.) • retrieves the subject and some facts from a text • retells story in own words • reads and follows simple directives • places a story in sequence (introduction, problem, tentative solutions) • anticipates the content of a story from the illustrations, the title and personal experiences on the subject • reads several words out of context • uses knowledge of the 26 letters of the alphabet, the sounds of letters, letter combinations (ch, sh), syllables (ta –ble) to decode words • knows alphabetical order	• reads short simple texts found in surroundings (recipes, safety regulations, magazine, mail, directions) • chooses readings according to own needs and tastes • consults different resources (phone book, dictionary) • researches and finds pertinent information for personal needs in various written forms (flyers, catalogues, internet, prescription) • locates written information in surroundings and seeks out their meaning • predicts new word meanings from illustrations and context • uses graphic clues to decode difficult words • understands and integrates new words or expressions found in readings into personal vocabulary • puts words in alphabetical order	• uses some strategies to help understand and remember information read (highlight key words) • researches and finds information in various media • reads various types of texts (advertising, stories, instructions) • recognizes and understands functional language in personal and/or community environment • develops word recognition of frequently seen words beyond the grocery, restaurant and medical environments • reads simple maps and bus schedules • demonstrates understanding of the main idea, notes significant details, follows and understands sequence, draws conclusions, predicts outcomes • reads orally using correct pronunciation and phrasing • reads silently to answer a question first in a sentence, then in a paragraph and finally in a short selection

	A	B	C
LANGUAGE 1.2 Writing	**Written Language Skills**	**Written Language Skills**	**Written Language Skills**
	•scribbles •holds a crayon or pencil in hand •develops left-right orientation	•grasps a pencil using appropriate form •draws lines and simple shapes •prints a few letters of the alphabet •repeats the letter sequence of his name using a model (magnetic letters, letter stamps)	•prints own name correctly •prints most letters of the alphabet •uses the first letter of a word or phonetic spelling to transmit an idea (ILUVU for I love you) •produces a simple message using given words (Thank you mom) •composes small texts transcribed to the student (Happy Birthday Mom) •participates in group letter writing by suggesting words or ideas to be added

D	E	F
Written Language Skills	**Written Language Skills**	**Written Language Skills**
• prints all letters upper and lower case • leaves an acceptable space between words • composes very small texts (birthday cards, repetition books) • spells name and address correctly • spells a few familiar words correctly • composes small phrases (subject, verb, object: I like apples) • uses a capital letter and period to denote a sentence • revises and corrects small errors in text using a reference chart, personal dictionary or classroom posters • makes a good copy of the text using a model	• uses legible printing and adjusts printing size to the size of space given • composes small texts related to the subject and purpose of writing (postal code, thank you note, personal journal, etc.) • composes simple sentences containing some precisions (The big dog is very angry) • rereads a written story for omissions or clarifications • uses the correct vocabulary ("bought himself" instead of "got himself") • uses known letters and sounds to write new words • uses capital letters for proper nouns • uses the appropriate punctuation • uses the proper verb in a sentence • transcribes own letter (reads a few words at a time then writes) • uses various media for communicating (e-mail, notes)	• can create various types of texts • completes simple forms • uses a varied and precise vocabulary • edits texts: revises text using a reference table • uses writing as a form of expression • composes a curriculum vitae and a letter of presentation using an outline

Unit Two:

Mathematics

	A	B	C
MATHEMATICS 2.1 Numbers	**Numeracy and Number Sense**	**Numeracy and Number Sense**	**Numeracy and Number Sense**
	• matches similar objects (toy cars, plates, etc.) by colour, shape, size, picture, object, letters	• sorts by one predetermined criteria (colours, textures, etc.) • understands vocabulary related to quantity (more, less, one) • recognizes the presence of numbers in own surroundings • finds numbers that match a model (stamps, magnetic) • rote counts to 3	• uses numbers (says age, phone number, etc.) • sorts and classifies objects by specific criteria (colour, shape, size, etc.) • associates objects 1 to 1 (1 fork for every plate) • rote counts to 30 • reads and writes numerals 0 to 9 • knows the value of numbers 0 to 10 • assembles groups in order from 1 to 10 • understands and uses quantitative vocabulary (more, less, some, all, etc...) • adds an object to a group of objects and understands that the number increases • takes away an object from a group of objects and understands that the number decreases

D	E	F
Numeracy and Number Sense	**Numeracy and Number Sense**	**Numeracy and Number Sense**

•uses numbers in everyday living (bus #, house #, etc.)
•demonstrates the comprehension of the conservation of number (10 glasses always represents 10 whether they are spread out or piled one on top of each other)
•understands "more than", "less than", "equal to"
•counts orally:
  •up to 60
  •backwards from 10
  •by groups of 2, 5, 10, to 20
•reads and writes numerals from 1 to 60
•demonstrates number sense from 1 to 60
•understands the symbol "$\frac{1}{2}$" as half
•identifies the numeral that follows or precedes a given number
•understands and uses the terms relating to numeration (none, first, middle, last)
•understands the value of position in a number (units, tens, hundreds)
•identifies addition (regrouping, adding an item) and subtraction (separating, retraction) in various situations
•understands the link between these adding and subtracting situations and the symbols + •(using a calculator)
•adds numbers up to a sum of 20 using concrete material
•subtracts single digit numbers using concrete material
•uses a calculator for simple calculations
•verifies a calculation (uses a calculator, refers to a chart)
	•sorts and classifies objects, symbols and information by two attributes (sorts pants by size and style)
	•retrieves information from charts and diagrams
	•recognizes individual coins and bills
	•gathers and compiles simple data (inventory)
	•counts by groups of 2, 5, 10, 25
	•reads and writes number words
	•calculates the value of a numeral by its position in a number (units, tens, hundreds)
	•rounds numbers
	•understands fractions as parts of a whole ($\frac{1}{4}$, $\frac{1}{2}$)
	•does not recount the first digits when adding (ex. 8 + 2; says 8, then 9, 10)
	•adds numbers with or without regrouping up to 101
	•subtracts numbers with or without regrouping, where the first number is less than 101
	•understands the concept of multiplication as repeated additions in contextual situation
	•understands the concept of division as regrouping objects in a contextual situation
	•uses a calculator to solve problems
	•verifies if the answer is logical or not
	•demonstrates the value of the coins and bills
		•reads and writes numbers that are used in everyday life
		•gathers pertinent data (takes orders to establish a menu for a party)
		•estimates
		•uses all operations (+, -, x, ÷) to solve problems
		•determines the value of the missing number in a simple equation (There are 30 people and we want to give each one a juice. There are 10 juices in a box. How many boxes do we need?)
		•estimates and verifies answers

	A	B	C
MATHEMATICS **2.2 Spatial awareness**	**Spatial Concepts**	**Spatial Concepts**	**Spatial Concepts**
	• manipulates objects of various sizes, weights, shapes • moulds simple shapes • follows a path (under, around, over)	• differentiates big objects from small ones • differentiates tall objects from short ones • piles objects according to size (from big to small) • understands some basic concepts terms of measure (from big to small) • matches similar shapes • acts out or places objects according to special concepts (in front, under, beside, inside, over) • identifies regularities in simple routines (puts on pants before shoes, washes hands after going to the bathroom, etc.)	• distinguishes empty from full • uses measurement terminology (big, little, long, short, full, empty) • identifies and compares two dimensional objects (square, circle, triangle) • understands and uses spatial concepts: in, over, on top, under, outside, inside • repeats and continues a simple pattern (clap/tap, right/left, up/down)

D	E	F
Spatial Concepts	Spatial Concepts	Spatial Concepts
• compares and orders objects by length, volume, weight (from the longest to shortest, lightest to heaviest) • measures using non conventional units (paper clips, straws, hands, feet) • uses terms that express measurement (light, deep, far) • chooses appropriate measuring tool (scales for weight) • identifies and compares three dimensional shapes (cube, cone) • reproduces a simple structure using a model • describes objects, buildings, elements of nature by their geometric shape • describes the position of an object using the appropriate vocabulary: near/far, on/off, before/after, right/left • explores the notions of interior, exterior & along (following paths, labyrinths) • moves objects taking into consideration the objects or people to avoid/move to reach destination • identifies, prolongs and creates a simple pattern (borders, frames)	• measures and notes the dimensions (cm, m km), the mass (g, kg), the capacity (ml, l) of various objects • chooses the appropriate unit of measure • estimates length by comparing to a meter stick, capacity by comparing to 1 litre and mass by comparing to 1 kg • solves measurement problems in daily activities (chooses the appropriate container for leftovers, estimates the amount of wood required for a construction project) • explores the construction of a solid (makes a box from a flat pattern) • identifies symmetrical objects in his surroundings • shows some knowledge of coordinates used in simple games and in maps • draws a simple map of personal surroundings showing buildings and the roads leading from one place to another • organizes and uses space according to personal needs • identifies and uses complex patterns in activities (paving stones)	• determines the quantities needed for an activity (plan a seating arrangement according to the number of guests) • measures perimeter (the contour of a garden to buy sufficient plants) & surface (square meters of a field to purchase grain for seeding) • estimates the dimensions, the mass of objects as well as the capacity of containers • designs a three dimensional figure to represent a model • uses symmetry to create designs (edging for flower box)

Unit Three:
Science and Technology

		A	B	C
SCIENCE AND TECHNOLOGY	**3.1 Technology**	**Technology**	**Technology**	**Technology**

		• associates simple cause-effect (click on the mouse to change the screen on a computer, flip a switch to turn on light)
		• looks at and shows interest in the activity on a screen (changes, images, colours, frames)
			• is interested in listening and/or watching some programs on television, radio or videos
			• uses the remote control to change channels
			• follows simple instructions on software (go up, go down, click on an image)
			• with the mouse, moves the large cursor towards a target and clicks
			• locates some letters on the keyboard
				• chooses videos, music tapes, book tapes
				• uses simple CD ROMs, software
				• reacts to a media product (names the characters from the movie, retells a part of a story)
				• turns the computer on and off correctly
				• recognizes some familiar icons
				• double clicks the mouse
				• types own name
				• types words or short message using a model
				• recognizes and uses certain commands on the keyboard:
				  • enter (enter)
				  • erase (delete)
				  • capital (shift)

D	E	F
Technology	**Technology**	**Technology**
• explores some mechanical and technical products (electronic games, software) • participates in producing a media product (produces a card on the computer, records a song on the tape recorder) • expresses own feelings after viewing or listening to tapes, videos, etc. • differentiates the real from imaginary • uses the telephone: answers and makes calls • enters personal code on the computer • locates all the letters on the keyboard • moves and clicks the mouse simultaneously • knows how to use a few word processing functions (saves or prints a document, opens a file) • uses the right hand for keys on the right and left hand for keys on the left	• uses technological products appropriately(video cassette to record a program, CDROM on the body functions to get information about the body) • uses some technology in an appropriate fashion to create a media product (uses software to produce a menu for the week, films an event, makes a photo album to record steps of a project) • answers the phone, takes a message and delivers it • uses various methods of communication (e-mail, memo) • enters an internet address • researches on the world wide web • knows what precautions to take while using the internet (do not give name, address, phone, do not plan to meet an internet correspondent alone) • uses some word processing functions (fonts, underline, bold, copy, paste, cut, etc.) • has good keyboarding skills	• recognizes various functions of the media (informs, diverts, organizes data, gather memories, corresponds) • perfects media techniques of own choice to create a multimedia product • recognizes the influence of publicity • explains a few risks and precautions to take using the internet (use a protected site when entering personal information, verify the source of correspondence) • uses e-mail for home and work purposes • uses advanced word processing functions (makes a table, graphics)

	A	B	C
SCIENCE AND TECHNOLOGY 3.2 Social Studies	**My World**	**My World**	**My World**
	• knows the name of teacher or educator • stops a behaviour upon request	• shows self-discipline by obeying the rules and regulations in the classroom, on the bus, etc. • knows the school's name • situates self within immediate family (sister, brother, mother, father)	• follows the rules of social conduct in the community (restaurant, community centre, etc.) • accepts the consequences of actions in both family and school settings • situates self within extended family (aunt, grandfather, uncle, etc.) • identifies a few people from school (principal, secretary, etc.) • demonstrates appropriate social behaviour in a group and in relations with others • knows some of the yearly holidays (Christmas, Easter) • visits some of the local economical establishments (farms, garages, stores, etc.) • identifies local buildings (fire station, grocery store) • stands and sings a few words of the national anthem

D	E	F
My World	**My World**	**My World**
•explains the necessity of regulations in own surroundings •describes role as a member of a family, school and class •recognizes the consequences of imposed expectations in daily life (clean desks and classroom after eating, and puts refuse in the garbage can) •places events, facts and celebrations in chronological order on a time line •recalls memories that illustrate personal life (photos) •identifies the Canadian flag •situates Canada on a map of North America and on the globe •recognizes various communities (towns, cities) •knows personal mailing address •explains the purpose of local buildings (post office, police station)	•names factors that influence the creation of laws •differentiates between facts and opinions •differentiates between laws and privileges •takes an interest in school, community (participates in cleaning the park, helps with classroom management) •shows respect for the rights and opinions of others •creates a family tree •compares life today with yesteryears •names the Prime Minister of Canada •recognizes Canadian symbols (beaver, maple leaf) •sings the national anthem •names and places the provinces, territories, Ottawa and the US on a map of North America •indicates current location on a map •indicates the public services and buildings in the community that respond to individual needs (recreation complex) •compares rural to city life and states the differences •associates certain foods, clothing, etc. with specific cultures	•demonstrates positive attitudes in regards to social responsibilities •compares the roles and responsibilities of several people in surroundings •identifies situations where personal liability could occur •knows social agencies to contact for support •aware of the right to vote •retraces the history of town, school, etc. •knows certain historical facts •recognizes the importance of key individuals in history •reads a map legend to ascertain various symbols •indicates the points of interest in surroundings using the four cardinal points •identifies local commodities and products, provincial commodities and products and Canadian commodities and products •recognizes the Prime Minister as the head of the country

	A	B	C
SCIENCE AND TECHNOLOGY 3.3 Science	**Basic Concepts in Science**	**Basic Concepts in Science**	**Basic Concepts in Science**
	• shows awareness of the world (searches for the source of noise, manipulates objects) • finds an object that was hidden • participates in outings to various parks	• explores nature objects using senses • makes apparent observations (The sky is blue. It is hot. I hear a dog.) • identifies and compares simple concepts (hot and cold)	• shows curiosity and respect for life in environment • differentiates between living and non-living • recognizes the primary needs of animals (water, food) and plants (water, sun) • recognizes the source of food (meat –animals, vegetables & fruit – plants) • knows how to care for a small animal (hamster, dog, cat) • is familiar with certain agricultural areas (farms, orchards) • indicates the weather (It is snowing. It is sunny) • identifies routines in environment (daily activities) • participates in recycling (stores paper products in separate bin, empties bin into large recycling bin) • shows an interest in exploring the world (pours water from one container to another, uses a magnifying glass)

D	E	F
Basic Concepts in Science	**Basic Concepts in Science**	**Basic Concepts in Science**
• compares human growth to other living creatures • identifies certain characteristics and needs of living beings • describes the environments of certain plants and animals (farms, ponds, forests) • identifies the various parts of a plant, a fruit, an animal (peel, seed, root, wing, beak) • identifies cycles in the environment (seasons, days) • describes seasonal changes (migration of birds, choice of clothing, length of days) • describes the probabilities of certain events (It will never be sunny at night. It rains sometimes in the spring) • classifies used material as recyclable, reusable or compostable • explores various materials and identifies a few of each characteristics (if it floats, if it is magnetic, etc.)	• describes the basic characteristics of different species of animals • describes the habitat, food and behaviour of an animal • recognizes a few kinds of trees in the environment • reads the temperature from a thermometer • estimates the temperature then dresses and chooses an activity accordingly • describes human activities that are beneficial or harmful to the environment • participates in activities that help protect the environment (clean up week, walk to work day) • describes the properties of various materials (sugar is a solid that dissolves in liquid) • recognizes a few celestial bodies and their characteristics (the earth moves around the sun which creates seasons) • recognizes various forms of energy in daily life (the sun helps grow plants, electricity makes bulbs light up) • follows scientific procedure (asks a question, hypothesis, etc.)	• performs simple scientific experiments • draws conclusions based on observations • develops basic research skills to support a hypothesis • recognizes some of the contributions of key individuals in science

Unit Four:
Motor Skills

	A	B	C
MOTOR SKILLS 4.1 Manual dexterity	**Fine Motor Skills**	**Fine Motor Skills**	**Fine Motor Skills**
	• grasps and maintains an object in hand • isolates the index finger for pointing or activating a toy/object (telephone dial, points to an object in a book) • executes bilateral activities (claps hands, bangs cymbals, pushes a wagon or carriage) • releases an object voluntarily into a container • uses index-thumb grip to pick up small objects • starts two handed activities using one hand to stabilize and the other to manipulate an object (inserts chips into an opening, turns pages of a cardboard book) • uses pro-suppuration movements (turns a doorknob, unscrews a lid) • squashes, flattens and stretches play dough • has a palm grip on a crayon: all fingers wrap around the crayon • controls the opening and closing of scissors with two hands	• uses a preferred hand for manipulating objects • demonstrates better control in suppuration (screws on a lid correctly) • uses suppuration movements with proper force (turns a dial to activate a radio, pushes a switch on a toy) • uses thumb index grip to transfer objects to the palm (successfully picks up 5 to 10 small objects ie. raisins, pennies, small blocks, in one hand) • demonstrates good bilateral coordination (strings pearls, drops pennies in a bank, buttons and unbuttons large buttons) • rolls play dough into snakes on the table or in hands; uses a rolling pin and cookie cutters • has a digital grip on a crayon (thumb-four fingers) • begins to incorporate wrist and finger movements when colouring • places scissors correctly in hand • has hand control when using tools (scissors, salad tongs, sprayers)	• establishes hand dominance: occasionally changes hands • moves all fingers independently (touches thumb to each) • demonstrates good control in bilateral activities (assembles small objects, constructs with small blocks) • uses complex movements when manipulating objects (stabilizes objects with one hand during manipulation, uses thumbs index grip to transfer objects to the palm) • rolls a ball of play dough in a circular motion on the table or between hands • has a more mature grip on the crayon: digital grip with weight on the hand or tri-digital grip with wrist control • movement of wrist and fingers during colouring • uses non-dominant hand to guide paper while cutting simple shapes

D	E	F
Fine Motor Skills	**Fine Motor Skills**	**Fine Motor Skills**
• establishes hand dominance • combines finger movements to perform tasks (uses more than one finger on the computer key board, plays a simple piano or flute piece, snaps fingers) • executes precise manipulative movements (uses a key to lock and unlock a door or padlock, attaches paperclips to cardboard, moves and clicks the mouse simultaneously) • combines speed with fine motor skills (deals cards, plays video games) • has a mature pencil grip (tri-pod grip with stability) • precisely adjusts scissor movements to cut out irregular shapes	• synchronizes fine motor skills with speed (plays piano, uses all fingers on the keyboard) • executes fine movements with exactitude (threads a needle and sews on a button, paints by numbers, assembles model toys)	• executes with mastery any activity requiring manual dexterity • transfers acquired fine motor abilities from work to leisure activities (initiates a sewing or mechanical project)

MOTOR SKILLS 4.2 Eye-hand Co-ordination	A	B	C
	Eye-Hand Co-ordination	Eye-Hand Co-ordination	Eye-Hand Co-ordination
	General Skills: • inserts tokens into a container • deposits letters into a mail box • places clothing into a clothes dryer • transfers a cup of flour into a mixing bowl • stabs food with a fork • clicks on the mouse to initiate changes on the computer monitor • places dishes into a water-table, sand-table etc.	**General Skills:** • strings pearls to make a necklace or bracelet • piles blocks to make a tower • transfers a spoon of flour to fill a measuring cup • moves the computer mouse towards a specific point • opens and closes zipper on a packsack	**General Skills:** • operates a child's fishing line • pours liquid from a small container • plays with Velcro balls/darts and target • uses a screwdriver to fasten screws and build (Duplo, Junior Mecano) • begins and zips a zipper
	Crayons/Scissors • scribbles intentionally and remains within the paper borders • imitates horizontal, circular and vertical scribbles • tears paper with two hands • makes cuts with scissors when an adult is holding the cardboard (opens and closes scissors with both hands)	**Crayons/Scissors** • draws a horizontal line within a 2cm wide lined space • colours in most of a simple shape while staying within the lines • copies a cross, vertical, horizontal and circular lines • tears paper following a straight line (1cm wide) • places cardboard between the scissors and cuts on a straight line (1cm wide)	**Crayons/Scissors** • draws a horizontal or curved line within a 1cm wide lined space • traces a simple shape following dotted lines • colours a simple shape with accuracy • copies a cross, diagonal lines, a square and an X • tears the contours of a simple shape (square) • cuts small straight lines and simple shapes with angles and curves (square, circle)

D	E	F
Eye-Hand Co-ordination	**Eye-Hand Co-ordination**	**Eye-Hand Co-ordination**
General Skills: • uses a glue gun • uses a screw driver • hammers a nail • puts a key into a lock • clicks and moves the mouse simultaneously • plays video games	**General Skills:** • uses tweezers appropriately • threads a needle • paints by numbers • uses a fishing rod • plays darts or uses a bow and arrows	**General Skills:** • transfers acquired eye hand coordination skills from work to leisure activities (cuts fabric using a pattern, crochets, embroiders, mechanical jobs)
Crayons/Scissors • draws a line within a curved space (0.5cm wide) • draws an irregular shape following a dotted line • colours an irregular shape with accuracy • copies simple shapes adjacent or superimposed on shape: • cuts irregular shapes (animal pictures, paper dolls)	**Crayons/Scissors** • draws a complex picture using dot to dots • copies complex pictures adjacent or superimposed on picture • cuts complex irregular shapes (detailed pictures) • cuts different materials (tissue paper, fabric)	**Crayons/Scissors** • copies three dimensional shapes (cube)
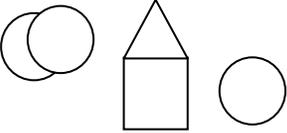
	A	B	C
MOTOR SKILLS 4.3 Physical Activities	Participation	Participation	Participation
	Manipulation • throws a ball (20cm diameter) using two hands and global body movement • rolls a ball a short distance (using two hands) • kicks a standing ball	**Manipulation** • throws a ball using two hands • catches a ball with two hands • throws an object towards a target • bounces and catches a ball using two hands • kicks a moving ball	**Manipulation** • throws and catches various medium size objects (Frisbee, ball) • throws and aims an object in the direction of a partner or large target • dribbles consecutively using two hands • begins to use various sporting instruments to strike an object (hockey stick and ball) • kicks a ball towards a partner or target
	Co-ordination • jumps in place with two feet, height (one step) or a short distance	**Co-ordination** • jumps with two feet forward and backward • jumps and lands with two feet from a small bench	**Co-ordination** • jumps with two feet sideways • gallops a short distance (moves by jumping using one dominant foot and the other following) • transfers weight from one side of the body to the other (rolls on mat, somersaults) • jumps from various heights (60cm minimum) • jumps over a skipping rope
	Physical Conditioning • collaborates during physical education classes and calming period • demonstrates good muscle tone for sitting and standing (sits on floor or chaise unassisted) and shifts positions (goes from sitting to standing)	**Physical Conditioning** • participates in short distance cardio activity with frequent stops (short distance runs, walks back and forth delivering messages) • ends physical education classes with a cool down or calming period	**Physical Conditioning** • participates in low level cardiovascular activities with occasional stops (walks to nearby park) • ends a physical activity with a cool down • demonstrates good muscle tone • maintains an anti gravity position (wheelbarrow)
	Locomotion • see gross motor activities	**Locomotion** • see gross motor activities	**Locomotion** • see gross motor activities

D	E	F
Participation	**Participation**	**Participation**

Manipulation

D column:
- throws and catches a ball with two hands
- aims and hits targets of various sizes
- dribbles consecutively with dominant hand
- kicks a ball while moving toward a partner or target

E column:
- throws and catches a ball with one hand
- throws and catches a ball while moving
- dribbles while moving in various directions and speeds
- strikes a ball using a piece of sports equipment towards a target (baseball, badminton)
- kicks, passes and stops a ball while moving

F column:
- throws, passes and catches an object during sporting activities (football, soccer, volleyball)
- throws an object towards a target with precision and force
- strikes object using a piece of sports equipment with forehand or backhand (badminton, tennis)
- dribbles in sport specific activities (soccer, basketball)
- kicks accurately to various distances (soccer, football)

Co-ordination

D column:
- jumps in a patterned fashion (jumps from one foot to two as in hopscotch)
- skips while moving: skips forward while alternating feet
- coordinates upper and lower body parts (jumps and claps simultaneously, imitates animal walks)
- transfers weight while using a piece of equipment (crawls on a bench)
- jumps rope turned by an adult

E column:
- jumps in place while changing hand and foot positions (jumping jacks)
- jumps rope independently
- combines several body movements in a sequence (gymnastics: jumps, somersaults, etc. long jump: runs, jumps, lands)

F column:
- executes coordinated muscle movements in isolation or in sequence with rhythm (gymnastic program, karate, aerobics)

Physical Conditioning

D column:
- participates in cardiovascular warm-ups (2-5 min.)
- executes a simple cool down at the end of a sustained physical activity (stretches various muscles, regains controlled breathing)
- executes simple weight bearing exercises (sit ups)

E column:
- sustains 5-10 minutes of cardiovascular activity (jump rope, cycling, soccer)
- initiates own cool down after a sustained physical activity (stretches, controlled breathing)
- executes specific weight bearing exercises (push ups)

F column:
- sustains 10-15 minutes of cardiovascular activity (dance aerobics, swimming, jogging, cross country skiing)
- attempts various stretching techniques (yoga, tai-chi)
- executes warm-ups related to a specific sport
- executes specific weight bearing exercises (weight lifting, Nautilus)

Locomotion

D column: See gross motor activities

E column: See gross motor activities

F column: See gross motor activities

	A	B	C
MOTOR SKILLS 4.4 Locomotion	**Locomotion**	**Locomotion**	**Locomotion**
	• stands unassisted • walks a short distance without falling using a walking aid • walking pattern may be immature (walks with wide foot base, does not alternate arms and feet) • climbs stairs without alternating feet and uses hand rail N.B. May require the use of mechanical device for movement (walker, manual wheelchair, mechanical wheelchair)	• stands momentarily on one foot • walks on flat terrain • walks backwards: straddles objects • runs, stops, restarts easily • immature running start • climbs stairs alternating feet using handrail	• stands for a few seconds on one foot (puts leg into pants while standing) • walks with assistance on uneven terrain (snow, sand, grass) • walks following various formations (straight or curved lines, zigzags) • runs alternating arm and foot (normal running pattern) • runs quickly, changes directions, stops on signal • climbs stairs alternating feet and without the use of a handrail • moves in various ways (runs, walks, skips, crawls)

D	E	F
Locomotion	**Locomotion**	**Locomotion**
• moves in various ways (runs, skips, crawls) on a piece of equipment (ladder, incline plane, hopscotch, floor beam) • good endurance walking (walks to nearby park, goes shopping, walks through museums) • balances on the spot (stands on one foot) or while moving (walk on a straight line) • begins sports requiring balance (skating, ballet, gymnastics)	• demonstrates running endurance • integrates running into sports such as soccer, baseball • demonstrates balanced movement on a narrow piece of equipment (balance beam) • changes directionality and speed using sporting equipment (on skates, on skis) • uses defensive manoeuvres (moves away, sideways) during a simple game with or without an object • uses offensive manoeuvres during an organized game	• practices sports requiring complex movements during leisure time (jogs, cross country runs or skis, roller blades, downhill skis)

	A	B	C
MOTOR SKILLS *4.5 Co-ordination/ Strength*	**Motor Skills**	**Motor Skills**	**Motor Skills**

	• pedals a tricycle with assistance
	• gathers various types of objects with one or two hands (balls, bean bags, balloons, toys)
	• stays in a sitting position for several minutes (with or without support)
	• can assume different positions (kneels, crouches, sits cross legged, may require help to get up from these positions)
	• demonstrates changes in positions (sits up from a prone position, stands up from a seated position)
	• pushes a cart or carriage
	• explores play equipment with assistance (climbs and slides)
	• cycles (requires help with steering)
		• carries objects (basket, lunch pail) while walking and places them on waist level shelves
		• demonstrates sufficient muscle tone for simple functional activities:
		  • erases blackboards
		  • washes the table
		  • places a chair at a table
		  • empties the garbage
		• is comfortable with some of the play equipment (climbs a ladder, slides, crawls through a tunnel)
		• pedals and steers a tricycle independently
			• executes functional activities requiring some strength:
			  • carries a jug of juice
			  • opens a push door
			  • opens a refrigerator/car door
			• rakes, sweeps, shovels
			• balances on a swing
			• begins to use a piece of sporting equipment to strike an object (hockey stick and ball)
			• is comfortable with most play equipment (climbs, crawls, jumps)
			• pedals a bicycle with training wheels

D	E	F
Motor Skills	**Motor Skills**	**Motor Skills**

• executes functional activities requiring strength and coordination:
  • pulls a sled or pushes a wheelbarrow following a trail
  • takes a bag of groceries out of a car and carries it to the kitchen
  • vacuums
• masters the basic skills on the play equipment (slides down the "fire pole", walks on a balance beam, hangs from the ropes)
• pedals and steers a bicycle
• cross country skis on flat terrain
	• executes functional activities requiring strength and endurance:
	  • carries chairs
	  • carries wood for fireplace
	  • moves furniture
	  • delivers pamphlets to mail boxes
	• controls strength and movements in functional activities:
	  • lifts a plate from the oven
	  • carries a pot and serves food
	  • mows the lawn
	• demonstrates agility and complex movements on play equipment(walks backwards on a balance beam)
	• strikes an object using a piece of sporting equipment towards a target (basketball)
	• goes for bicycle rides
	• practices sports like badminton, skiing, swimming
		• works out (swims, dances, jogs)
		• rides a mountain bike
		• downhill skis, rollerblades, plays tennis, etc.
		• does housework
		• does yard work

Unit Five:

Communication

	A	B	C
COMMUNICATION 5.1 Personal Interactions	**Personal Interactions**	**Personal Interactions**	**Personal Interactions**
	• recognizes familiar faces and objects • looks at the speaker *and* actions • responds to own name by stopping activity and looking at the speaker • tolerates the presence of others • approaches others • follows the look of the speaker (beginning of joint reference) • exchanges glances during a personal interaction • participates in physical activities with another (rolls on the floor, jumps) • initiates contact with another (takes their hand or object when offered) • changes roles during an activity (rolls a ball, puts sand into a pail, picks up leaves to put them in a bag) • imitates vocalizations, words or movements produced by another that are within personal repertoire • imitates vocalizations, words or movements produced by another that are not within personal repertoire • participates briefly in a group activity • looks at and shows interest in another student	• welcomes or addresses another (hi, bye, hi Robert) • says name and repeats name when asked • participates in simple interactions (responds to a simple question) • expresses needs • uses 2 word phrases • uses 3 word sentences • gives an object to a peer when requested by peer • gives an object to a peer when asked by an other person • asks for an object from a peer	• addresses and responds to verbal salutations in an appropriate manner • takes turns initiating (makes a comment, asks a question) and responding (answers a question) during an interaction • initiates dialogue • enjoys listening to short stories • makes comments, asks questions, responds • begins real dialogue with peers • takes turns initiating and responding during an interaction • directs activities of a peer (go get the glue, cut the paper)

D	E	F
Personal Interactions	**Personal Interactions**	**Personal Interactions**

• communicates personal information (address, birth date, etc.) orally or using identification card
• uses and responds appropriately to the question "How are you?"
• requests clarification:
  • asks for clarification in communication ("I did not understand") and modifies request following that clarification
  • asks for an instruction to be repeated, repeats the message given
• assumes the role of another person
• adopts his language (content, form, usage) depending on his perception of his physical and or emotional state
	• communicates using rules of cooperation: does not monopolize the conversation	• adopts language style to the situation (stranger, family member)
		• initiates and ends conversations
		• understands the perspective of others when giving information or describing tasks
		• understands body language of the person to be engaged in conversation
		• maintains natural distance during conversation
		• controls the volume and quality of voice during conversation

	A	B	C
COMMUNICATION **5.2 Interaction with the Environment**	**Interaction with the Environment**	**Interaction with the Environment**	**Interaction with the Environment**
	• moves toward the source (auditory, visual) of a new stimulation in the environment • shows an interest in objects and specific situations • begins a routine, during an activity, when presented with a familiar object	• manipulates an object appropriately (brushes teeth, combs hair, drives a toy car) • points to an image that is named • names an image that is pointed to • participates in singing in words or actions • recognizes self or other familiar people in a picture • talks about an object or event that is taking place in the immediate environment	• uses the telephone, makes and answers calls • tells an event that happened the day before • identifies differences between two objects • distinguishes between parts of a whole ("Show me the train's tires." "Colour the car door red." • associates objects to the appropriate category given an example • understands and names categories (toys, food, animals) • identifies objects from a description of their function • places in order a series of three or more picture cards and tells a story

D	E	F
Interaction with the Environment	**Interaction with the Environment**	**Interaction with the Environment**

• describes a complex scene (with many elements) from a picture
• answers questions concerning familiar events ("What did you eat for breakfast?")
• retells daily activities using a visual reference
• communicates about imagination and items that are not present
    • criticizes others
    • asks for confirmation
    • identifies the cause of action
    • anticipates the consequences
    • finds solutions
• produces narration that contains proper sequencing of events and or enumeration
• produces narration that follows a predetermined sequence of events in the proper order (the narration sequence matches the events sequence)
• understands and uses "What does that mean?"
• places in order a series of four or more picture cards and tells a story
	• uses proper scenarios when interacting with unfamiliar people (In a restaurant, knows to address the waiter before placing his order)
	• places in order a series of five or more picture cards and tells a story
	• recalls the sequences of steps used in an activity
	• retells daily activities without the use of visual reference
	• answers the phone, takes and relays a message
		• prepares an oral presentation
		• retells a story

	A	B	C
Communication 5.3 Language Usage	**Language Usage**	**Language Usage**	**Language Usage**

	• communicates to obtain the repetition of an activity
	• looks at caregiver
	• physically moves the caregiver to indicate personal needs
	• repeats part of the activity
	• gives an object related to the activity to a caregiver
		• attracts the attention of the person prior to giving a message
		• directs the attention of the person towards an object
		  • gives the object
		  • points or names the object
		• answers questions
		  • "What is it?"
		  • "Who is it?"
		  • "What does (person) do?"
		• responds to a given choice "Do you want some juice or water?"
		• answers yes or no questions
		• expresses personal demands • participates in a game
		  • asks for his turn
		• protests / refuses
		  • shakes head
		  • uses language: "no"
			• produces <u>two word</u> utterances
			  • action + object: "open door"
			  • person + action: "Robert open"
			• indicates self through the use of own name or uses the pronoun "me"
			• asks the question "Why?"
			• names the function of various objects
			• understands and uses concepts denoting physical attributes: (colour, shape, size)
			• understands and uses quantitative concepts: (one/all, a little/a lot, one to ten)
			• understands and uses spatial concepts:(on/off, inside/outside, up/down)
			• understands and uses time concepts: (day/night, before/after, afternoon)
			• understands and uses possessive concepts: ("Mine")

D	E	F
Language Usage	**Language Usage**	**Language Usage**

• • asks questions such as "When?"
 • answers the question "When?"
 • understands and uses "How many?"
 • uses language to:
   • manifest his preferences and tastes
   • contradict
   • defend own interests
   • criticize others
   • ask for confirmation
   • identify the cause of action
   • anticipate the consequences
   • find solutions
 • produces three word utterances ("Mommy sit here.")
 • produces narration that contains proper sequencing of events and or enumeration
 • produces narration that follows a predetermined sequence of events in the proper order (the narration sequence matches the events sequence)
 • understands and uses "What does that mean?"
 • answers simple questions beginning with How ("How did this happen?", "How did you make this card?")
	• maintains a simple conversation taking several turns speaking
	 • uses and responds to many different types of questions
	 • produces four word or more utterances
	 • uses language in order to negotiate, convince and justify his decisions
	 • explains inferences (from a picture describing an outdoor scene, the student can indicate the season; can answer non-factual questions about a story he was told)
	 • tells simple jokes
	 • gives verbal explanations about a job or a game
	 • demonstrates story comprehension using own words
	 • answers factual and inferential questions about a story
	 • retells a story or event in which there is a cause/effect relations (a problem, a solution)
	 • identifies the patterns of words found in a phrase presented orally
	 • identifies the patterns of syllables and sounds in words presented orally
	 • understands and uses language terminology (word, verb, phrase, syllable, name, etc.)
		• knows own position on subject being discussed
		 • maintains a conversation taking several turns speaking
		 • maintains conversation taking several turns and using verbal ("oh", "right", "ahah!") and non-verbal (looks at the speaker, shakes head, facial expressions) feedback
		 • verbally expresses a problem (describes, looks for solutions, chooses action)
		 • tells of an event or a story that contains numerous cause and effect situations (many problems, many solutions)
		 • demonstrates self-advocacy skills
		 • demonstrates fluency

	A	B	C
COMMUNICATION **5.4 Verbal Comprehension**	**Verbal Comprehension**	**Verbal Comprehension**	**Verbal Comprehension**

	• follows a simple instruction with support, for example (hand over hand), modeling (demon-strations), gestures (hold out hand to indicate "give", use a hand signal to signify "come here"), verbal aids
	• stops his activity when told "no"
	• requests an object, an action or help:
	  • looks at desired object
	  • physically directs adult
	  • uses language: "open", "help me", "get"
	• attracts the attention of someone:
	  • touches them
	  • makes a specific vocalization
	  • calls them
	• protests/refuses (pushes away the caregiver's hand)
	  • shakes head
	  • uses language "no"
	• understands and uses words that relate to objects, people, actions, animals, etc.
		• follows a simple direction without support, for example without the use of pantomime
		  • give me (object)
		  • go get (object)
		  • sit down
		  • stand up
		  • come here
		  • give (object) to (student)
		• regroups similar objects together (all similar cars, all cans of soup)
		• associates objects (shoes and socks, paper and crayon, table and chair, etc.)
		• understands and uses association with body parts, familiar actions, clothing, everyday items
		• understands and uses the concept of "same"
		• uses the word "finished" to signal the end of an activity (" finished eating")
		• understands and uses negation ("I am not hurt.", "Give me the pot that is not full.")
			• follows simple commands
			• executes a task related to categories ("Put the animals in the big box.")
			• executes a task implying comprehension of a concept "Open Nicole's juice", "It's mine!", "That is not his."
			• understands and uses terms referring to a physical or emotional state ("I feel sick." "I'm mad at you.")
			• sequences a series of three pictures to tell a story
			• responds to requests for objects, for information and for permission
			• responds and asks simple questions: " What is this?" "Who is this?", "What does he/she do?", "Where is ___?", "What do you want?"
			• answers "Why?" questions with "because"
			• uses language to protest
			• uses language to make a comment or to give information ("Look a dog!")

	Language Structure	Language Structure	Language Structure
	Uses proper communication format: • looks at person • touches person • uses one word utterances	• produces two-word utterances • action + object • person + action • indicates self through the use of name or the pronoun "me"	• produces *three to five* word utterances • produces simple sentences: subject, verb, object • understands and uses personal pronouns (I, you, he, she, they); indefinite pronouns (it); possessive adjectives (my, his, hers) and demonstrative adjectives (this, that)

D	E	F
Verbal Comprehension	**Verbal Comprehension**	**Verbal Comprehension**

• performs tasks containing up to three elements
• performs tasks containing more than one concept ("Go get the *large blue* ball that is *on* the table.")
• identifies similarities between two objects ("What is similar between a pair of scissors and a knife?")
• identifies two words that are associated out of a group of three words
• names up to five items in a category (animals, colours, etc)
• understands and uses various concepts referring to a physical attribute:
  • colour: orange, blue, red
  • shape: square, circle, cube
  • measure: light/heavy, deep/shallow, thick/thin
• understands and uses concepts of first/last; in/out; in front/behind; right/left; near/far
• understands and uses quantitative concepts: equal; more/less; each; every; half
• understands and uses time concepts: start/end; today/tomorrow/yesterday; during, at first, last, now
	• understands and uses special concepts: first/last, in/out, in front/ behind, right/left, near/far
	• understands and uses quantitative concepts: equal, more/less, each, every, half
	• understands and uses various time concepts: start/end, today/tomorrow/yesterday, during, at first, last, now
	• produces complex sentences
	• uses conjunctions: and, but, if, because, then
	• understands and uses various verb tenses: past, present, future
		• understands and uses the figurative sense of certain familiar expressions ("It's raining cats and dogs")

Language Structure	**Language Structure**	**Language Structure**
• produces complex sentences • uses conjunctions: and, but, if, because, then • understands and uses various verb tenses: past, present, future	• produces complex sentences • uses conjunctions: however, also,	• reproduces five or six sentences on the same theme during a conversation.

Unit Six:
Life Skills

	A	B	C
LIFE SKILLS 6.1 Eating/Nutrition	Eating/Nutrition	Eating/Nutrition	Eating/Nutrition
	Eating • chews solid foods • drinks from an adapted glass • drinks from a glass • brings food to mouth using fingers • jabs food with fork • recognizes the signal for dinner	**Eating** • uses a fork • drinks from glass and places it on the table • drinks from a straw • fills glass from tap when it is running • indicates meal preference when offered a few choices	**Eating** • tastes new foods • pours a drink from a small container • cuts soft foods with a table knife • opens and closes containers • uses a simple dispensing machine • orders a meal (gets in a food line at a cafeteria, or fast food restaurant, places order) • is familiar with healthy nutritional habits (fruit rather than candy)
		Prepares own meal • helps in the preparation of a meal (stirs, pours)	**Prepares own meal** • prepares a sandwich spread • uses a toaster
	Table Manners • keeps food on the table • stays sitting for the duration of a meal	**Table Manners** • uses a reasonable tone of voice • waits to be served • waits calmly at the table • uses only own place setting • wipes mouth with table napkin • chews with closed mouth • eats at a reasonable pace	**Table Manners** • serves reasonable portions • has a good table posture • asks to have food past to him • passes food platters to others at the table • holds utensils with proper grip
	Safety • takes reasonable bites • does not choke, swallows each bite	**Safety** • only eats edible items • washes hands before eating • ensures that the food is not burning before consumption • uses table utensils in a safe manner	**Safety** • washes fruits and vegetables before consuming them • does not share glass, utensils or straws • identifies and avoids food to which one is allergic

D	E	F
Eating/Nutrition	**Eating/Nutrition**	**Eating/Nutrition**
Eating • cuts food (meat) with a sharp knife • is familiar with Canada's Food Guide • uses a code in a dispensing machine	**Eating** • recognizes the benefits of good nutrition • goes to a restaurant(waits to be seated, places order with waiter, leaves a tip)	
Prepares own meal • identifies a variety of ingredients in a recipe • cuts food • scoops • piles, grates and peels • tidies up • prepares a soup • uses small appliances	**Prepares own meal** • chooses a recipe • makes a grocery list of missing ingredients • finds the items from a list in the grocery store • finds the necessary utensils • finds the necessary ingredients for the meal • measures ingredients • follows a recipe • coordinates the steps in the preparation of the meal • serves the meal	**Prepares own meal** • plans a balanced meal using Canada's Food Guide • plans grocery list • takes into account the time required for organizing and preparing various parts of a meal to co-ordinate all parts of the meal being ready at the same time.
Safety • follows basic food hygiene (washes food, wipes counters, washes hands) • stores foods in their proper place (cupboard, fridge, freezer) • uses small appliances safely (kettle, mixer, toaster, microwave, can opener) • stores appliances safely	**Safety** • avoids contamination of food (keeps hot foods hot and cold foods cold, thoroughly cooks meats, does not refreeze foods) • uses large appliances safely (oven, stove, heating element) • avoids burning foods • learns how to use a fire extinguisher • learns how to put out small fires (baking soda, lid, extinguisher) • uses sharp knives properly • applies safe practices (handles of pots, electric cords, hot oil)	**Safety** • verifies that foods are consumable (checks expiration date, knows how long prepared foods can be kept, uses proper defrosting methods) • apply some basic first aid

	A	B	C
LIFE SKILLS **6.2 Dressing and Maintenance**	**Dressing Skills** • holds out body part for dressing and undressing • helps with putting limbs through clothing • puts hat on head • helps with undressing (removes hat, removes mitts, removes unlaced shoes, lowers undone pants) • pulls up undone pants **Maintenance** • helps with putting clothes away • brings dirty clothes to the laundry room	**Dressing Skills** • removes undone clothing that opens in the front • raises and lowers a zipper • removes his undone pants • puts on (pants, mitts, shoes (student does not need to know right from left), over the head clothes) • undoes shoes • undoes and removes boots • undoes snap fasteners • gets clothing for dressing • participates in the dressing sequence **Maintenance** • hangs coat, hat on a hook • puts away shoes, boots • helps with laundry (closes dryer door, puts soap in washing machine) • hangs a few clothes on the clothes line (bathing suit) • empties the dryer	**Dressing Skills** • distinguishes right from left (shoes, gloves) • ties knots • puts on socks • buttons and unbuttons clothing • undoes a belt buckle • puts on a scarf • differentiates right from wrong side and puts on clothing right side out • differentiates back from front and puts on clothing the appropriate way • attaches and pulls up a zipper • does up a belt buckle • recognizes own clothing • choose own clothing • dresses following the appropriate sequence • adjusts clothing on body **Maintenance** • sorts laundry • hangs clothing on a hanger (coat, blouse) • changes clothing when they are dirty or stained • puts away clothing • takes clothing out of washer and places it in dryer • hangs clothes on a clothes line

D	E	F
Dressing Skills	**Dressing Skills**	**Dressing Skills**
• ties shoes • puts on or attaches accessories (watches, necklaces, pins) • chooses clothing appropriate for the weather or activity • varies clothing (does not wear the same clothes everyday) • participates in shopping • packs own suitcase from a given list	• chooses clothing appropriate to the social function • chooses accessories • colour coordinates clothing • knows clothing and shoe size • purchases clothing considering (size, needs, budget)	• plans wardrobe according to budget • recognizes styles, colour and printed fabric that enhances silhouette
Maintenance • knows the basic functions of a washer and dryer • does a washing • folds clothing • does a small hand washing	**Maintenance** • sorts clothing according to various cleaning methods (types of fabrics) • cleans clothing following directions on the washing label • uses the appropriate cleaning solutions • regulates the washer and dryer controls • sews on a button • uses an iron • goes to the laundromat • takes clothing to the drycleaners	**Maintenance** • uses a sewing machine • irons various types of fabric

	A	B	C
LIFE SKILLS 6.3 Maintenance of Living Accommodations	**Household Skills**	**Household Skills**	**Household Skills**
	• helps with removal of place setting after a meal • helps with clean up after an activity	• sets the place settings with the help of a model placemat • sets the table (salt and pepper, bread and butter etc.) • wipes off placemat • places garbage in disposal • helps with clean up of personal items after usage • removes bed coverings	• cleans up area after a meal or an activity • takes dishes to the sink for washing • stores tray • puts dishes in the dishwasher • folds grocery bags • empties and puts away cutlery from dishwasher • cleans dirty surfaces (dusts, sweeps, washes) • takes care of garbage (empties small bags into larger container, replaces the bag) • makes bed

D	E	F
Household Skills	**Household Skills**	**Household Skills**
• takes out own meal and places it on the table • clears a table completely, putting away all items • cleans dishes (washes, rinses and dries) • puts away groceries in appropriate location • stores utensils in predetermined locations • vacuums • disposes of waste in appropriate containers (garbage, recycle bins, compost) • puts away equipment after a group activity • uses the appropriate cleaning tool • helps with washing windows	• cleans windows and mirrors • washes floors • hammers/screws nails, screws or bolts • does minor repairs (uses screwdriver, hammer) • paints an item • stores tools in their appropriate location • changes batteries in smoke detector and verifies its working order	• establishes a maintenance program for household (winter and spring clean up) • paints walls • uses mechanical/electric tools for simple repairs or construction projects

	A	B	C
LIFE SKILLS 6.4 Exterior Maintenance	**Household Exterior Maintenance**	**Household Exterior Maintenance**	**Household Exterior Maintenance**
	• helps with garbage pick up outdoors • helps with watering plants	• picks ups all garbage from a given area • waters plants with watering can • associates tool with task	• participates in outdoor tasks: • shovels (snow, earth, sand) • rakes (leaves, earth) • sweeps • uses a hose (waters garden, washes car)

D	E	F
Household Exterior Maintenance	**Household Exterior Maintenance**	**Household Exterior Maintenance**
• helps with window washing • completes a simple assigned task (rake, shovel, water) • helps with car washing	• cuts grass • plants a garden (seeds, plants, waters) • weeds (identifies weeds, removes all roots) • uses mechanical/electrical tools for small exterior repairs or simple construction project • washes windows • paints (fence, garden furniture) • washes a car (inside & out)	• plants own garden • follows a maintenance plan • buys materials (seeds, plants, fertilizer) • establishes a complete exterior maintenance program (monthly, long term)

Unit Seven:

Personal Growth

	A	B	C
PERSONAL GROWTH — 7.1 Personal Knowledge	**Personal Identity**	**Personal Identity**	**Personal Identity**
	• uses five senses (exhibits interest in texture, smell, sight, sound and taste) • reacts when name is heard • recognizes own image in a mirror	• reacts to sensory information (unbuttons coat when it is hot, drinks to satisfy thirst, turns down the volume) • shows preferences according to own tastes (likes and dislikes) • attempts new experiences • makes choices using pictograms, words or signs • demonstrates an attachment to personal belongings • recognizes self in a photo • knows given and surname	• makes a personal choice (an activity, a task, a food etc.) • shows an interest in new experiences (game, setting, skill) • explores various activities • accepts preset change • recognizes feelings (sad, angry, happy) • practices relaxation techniques (breathing, exercise, listening to music) • describes own physical characteristics • can relay *some* personal information (telephone number, age, names of parents) either orally, with the help of a bliss board or using an identification card

D	E	F
Personal Identity	**Personal Identity**	**Personal Identity**
• recognizes personal emotions (sad, happy, angry, afraid, etc.) • associates feelings with certain situations • demonstrates emotions in an acceptable fashion (anger, enthusiasm) • recognizes signs of stress (muscle tension) • uses relaxation techniques during stressful situations • solves simple problems (stops, calms and seeks a way to resolve the problem) • expresses satisfaction and pride in personal accomplishments • identifies personal characteristics (tastes, activities) • can relay *all* personal information (telephone number, age, name of parents) either orally, with the help of a bliss board or using an identification card • accepts impromptu change	• is conscious of personal tastes • recognizes strengths and aptitudes • accepts personal limits • recognizes certain factors and activities that have an effect on well being • makes a decision on a short or long term project (saves money for a future purchase, makes work choices) • shows flexibility • initiates new experiences • develops self esteem through the accomplishment of a realistic project • recognizes that life holds both good and bad • recognizes change and finds ways to adapt • recognizes trigger points and controls emotions	• initiates good deeds of own free will • accepts personal feelings and emotions • accepts situations that cannot be controlled • demonstrates a positive attitude in daily activities • self evaluates and challenges self • makes short or long decisions for a project based on several givens • asserts self without anger

	A	B	C
PERSONAL GROWTH **7.2 Interpersonal Relationships**	**Social Skills**	**Social Skills**	**Social Skills**
	• pays attention to anyone in field of vision • accepts the presence of others in surroundings • establishes eye contact • interacts (smiles, speaks) with familiar people • accepts educational physical contact(hand over hand) • halts a behaviour when told "no" by an adult	• gets attention of the person before relaying a message • accepts adult help • recognizes most of the people in own surroundings • enters into relationships with others • answers questions • initiates communication (makes a request, greets known people) • waits turn • is patient for a short span of time • conforms to a known adult's request (sits when asked)	• participates in various group activities • greets others in an acceptable fashion depending on the situation • displays acceptable social manners (does not burp, yell, make noises, etc.) • recognizes different relationships (friends, family, co-workers, strangers) and behaves acceptably for each (hug a parent, shake hands with a friend, etc.) • respects the property of others • accepts compromises • appreciates friendly gestures and words • recognizes feelings in others (sadness, anger happiness) • identifies unacceptable behaviour (hitting, biting, stealing, etc) • refrains from unacceptable behaviour • uses relaxation techniques to calm oneself (breathing, moving away) • says "please" and "thank you" • demonstrates good listening skills (stops, looks and listens) • recognizes authority figures • accepts authority • follows established rules • develops a sense of humor

D	E	F
Social Skills	**Social Skills**	**Social Skills**
• follows elementary politeness according to age (greets, thanks, shakes hand, etc.) • respects others (truthful, honest) • stands an acceptable distance from another person • chooses the appropriate time to enter into a relationship with peers • shows an interest in others (asks questions, offers hand) • keeps personal exchanges to an appropriate length • adjusts intonation to intentions (calls, speaks, etc.) • chooses appropriate subjects of conversation to a given situation • recognizes behaviour and qualities of a good friend • creates friendships with peers • uses words and gestures indicating friendship • expresses sympathies and congratulations • understands sentiments expressed by another person • verbalizes sentiments • shares discriminately proposes & achieves a compromise • resolves small problems with peers (stop, calms, looks for ways to solve the conflict) • recognizes the triggers of a potential conflict • identifies provocative and bothersome behaviours • foresees consequences to own actions • accepts friendly teasing • manages to control mocking (does not answer, moves away) • recognizes authority in various situations and conforms • recognizes explosive situations in relationships with family, friends (peer pressure, intimidation, violence)	• helps other people • presents self appropriately • expresses opinions in an appropriate fashion and timing • respects the opinions of others • carries on a conversation (initiates, maintains, clarifies etc.) • varies the topics of conversation • demonstrates consideration of others in speaking and gesturing (by helping, consoling, congratulating) • gets involved in a group project • is tolerant of differences in others and self • keeps in mind the needs of others during a compromise • recognizes personal errant behaviour in a given situation • proposes alternatives to errant behaviour • judges the efficacy of a solution in a given situation • applies a change of solution to an unresolved conflict • expresses sentiments • finds solutions to simple everyday problems • reacts appropriately in the face of disrespect (answers with humour, tells a person in authority) • reacts appropriately in the face of exploitation or abuse • refers to support group for help	• behaves in a socially acceptable manner • recognizes need for help from peers • maintains stable & harmonious relationships • participates in a help/maintenance group or activity • differentiates between own feelings and those of others • accepts criticism • respects the needs, feelings and points of view of others • establishes satisfying relationships with people of both sexes • appreciates racial, cultural, religious and sexual differences • recognizes consequences of actions and decisions taken in everyday life

	A	B	C
PERSONAL GROWTH **7.3 Appearance**	**Personal Care**	**Personal Care**	**Personal Care**
	• allows hand over hand instruction of personal care • allows adult assistance in being dressed or undressed, face and hands washed, teeth brushed by caregiver • assists with dressing/undressing (pulls foot out of boot, puts arm in sleeve, turns on tap etc.)	• backward chaining to learn how to use zippers, buttons, laces • actively participates in all aspects of grooming and dressing • dresses and grooms self with little assistance	• combs or brushes hair • applies deodorant • looks in a mirror to verify appearance • takes care to be clean

D	E	F
Personal Care	**Personal Care**	**Personal Care**
• cleans own nails • washes hair following a schedule • shaves or cuts beard • exfoliates • takes care of hairdo (uses a dryer, a curling iron, knows when it needs washing) • cleans own teeth • applies makeup (eye shadow, blush) • knows why and when to apply makeup • changes clothing when necessary • dresses appropriately for a variety of settings	• washes or changes after work or play • applies most makeup products (mascara, eye or lip pencil, etc.) • recognizes the appropriate hair cut and style for various occasions • accepts responsibility for own appearance	• understands the importance of good grooming and appearance in social and work environments

	A	B	C
PERSONAL GROWTH 7.4 Health and Hygiene	**Health and Hygiene**	**Health and Hygiene**	**Health and Hygiene**
	• accepts appropriate touching by caregiver • cooperates with daily personal care and hygiene • recognizes the difference between wet and dry • anticipates and communicates toileting needs fairly consistently • goes to the bathroom at regular intervals with assistance • accepts or refuses food and/or help	• participates in a personal hygiene routine • gets to the washroom on time • knows all the steps to hand-washing, toileting, teeth brushing • does not put non-food items in mouth	• wipes own nose • places hand over nose and mouth when coughing or sneezing • washes face, hands and mouth • brushes teeth • completes all the routine steps of toileting (locks door, lowers pants, wipes self, flushes, etc.) • recognizes and names most parts of the human body • sorts some foods into categories of healthy and unhealthy • identifies and avoids food products where allergies are an issue • identifies pain location • recognizes some symptoms of illness (diarrhea, nausea, ear aches)

D	E	F
Health and Hygiene	**Health and Hygiene**	**Health and Hygiene**
• accomplishes all aspects of personal hygiene care (nails, hair, ears, etc.) • reacts to body messages (wipes nose when running, goes to bed when tired) • recognizes potential dangers at school, in the community and at home • takes precautions and follows safety rules (helmet for bike riding, fire signs) • groups foods according to Canada's Food Guide • recognizes products that create a dependence (coffee, cola, nicotine) • associates medication for corresponding illness (lozenges for throat, acetaminophen for headaches) • recognizes necessary precautions to avoid contagious infections (colds, athletes foot) • applies a bandage • knows the number or person to call in case of emergency (911, case worker)	• maintains eye glasses, contacts, hearing aids, etc • knows the basic functioning of the body (digestive and circulatory system) • knows the dangers and effects of alcohol, smoking and drugs • knows the elements of good health (proper nutrition, rest and regular physical activity) • evaluates personal fitness level • identifies some illnesses and their symptoms • recognizes the importance of following the directions and dosage of medication • can use a first aid kit • describes the measures to follow during an emergency (fire, poisoning, cuts, etc.) • retrieves information regarding health (clinic, support staff, health centre)	• recognizes the needs that are met by various health professionals in the community (doctors, dentists, social workers, etc.) • plans for yearly medical and dental examinations • recognizes the need for breast self-examination • knows the benefits of regular physical activity • knows the benefits of good eating habits • takes medication in a safe manner • organizes a first aid kit

	A	B	C
PERSONAL GROWTH **7.5 Sexuality and Intimacy**	**Sexuality and Intimacy**	**Sexuality and Intimacy**	**Sexuality and Intimacy**
	Intimacy and sexuality can only be measured if there is a level of reasoning that allows the person to understand privacy and public. It is impossible to apply interventions at this stage. Workers should ensure that the client is kept safe and maintains their dignity (bring them to a washroom or their bedroom when they masturbate, provide clothing that covers the genital area, etc.)	• recognizes own sexual identity and that of others • touches genital area only when in a "private" place (washroom, bedroom) • understands the physical changes that occur during puberty (underarm hair, growing breasts) • associates a feminine napkin with the menstrual flow of blood • helps with menstrual hygiene routines • recognizes basic feelings (anger, sadness, happiness) • differentiates between agreeable touches (hug from mom, tap on the shoulder) from disagreeable touches (pinches, hair pulling) • recognizes the shape of a pregnant woman	• recognizes and names external genital body parts • recognizes the difference between male and female • recognizes the signs of menstrual flow (stained clothes or toilet paper) • applies the proper hygiene related to menstruation, masturbation, ejaculation, wet dreams • recognizes and names most parts of the human body including genitals • recognizes the difference between a boy and a man; a girl and a woman • can identify personal emotions • adapts behaviour to the relationship (family, friends, coworkers, strangers) • knows some facets of a loving relationship and a friendly relationship • recognizes acceptable and unacceptable behaviours in others • differentiates between public and private aspects of body parts, clothing, social behaviour • says "No" in violent or abusive situations: says "No", leaves, tells authority • knows how and when to use a condom • has a basic concept of conception (penis penetrates the vagina) • recognizes signs of pregnancy (missed menstruations, etc.)

D	E	F
Sexuality and Intimacy	**Sexuality and Intimacy**	**Sexuality and Intimacy**
•recognizes the names and functions of most of the genital parts (the uterus: the area where the baby grows, the penis: the organ where urine and sperm comes from, etc.) •understands own growth and development stage (baby, child, adolescent, adult) •recognizes various aspects of menstruation (frequency, link to conception) and penile erection (link to conception, ejaculation) •understands different aspects of friendly and intimate relationships •conforms to social norms regarding sexual behaviour (public and private, does not discuss intimate details with everyone) •recognizes consent as a prerequisite to sexual relationships •understands the term "making love" in adults •recognizes and knows how to use a few methods of contraception •has a basic knowledge of sexual transmitted diseases •recognizes the factors influencing the desire to have a sexual relationship (maturity, knowing one's partner, etc.) •recognizes situations and gestures that threaten the security of personal well-being (peer pressure, sexual aggression, etc.) •has a basic knowledge of the development of the fetus and birth (nine month gestation, birth procedures) •recognizes pregnancy options •identifies and recognizes the importance of prenatal care	•explains the functioning of the reproductive system of both men and women •recognizes dangers that are related to sexuality (unprotected sex, sex with a stranger, a prostitute, minor, incest, pornography, etc.) •knows how to react when faced with sexual aggression •recognizes situations that require medical attention (methods of contraception, annual physical, PAP tests) •explains the advantages and disadvantages of various forms of contraception •explains the various aspects related to sexually transmitted diseases (treatment, complications) •knows the various sexual orientations (heterosexual, homosexual, bisexual) •explains the various aspects of giving birth •understands the link between responsibility and parental role	•expresses loving and sexual feelings appropriately •recognizes own responsibility in an intimate relationship •knows recourses in light of sexual aggression •recognizes rights and responsibilities related to sexuality (choose to be a parent or not, stay a bachelor or choose a partner) •recognizes the procedures involved in the termination of a pregnancy •recognizes the medical and psychological consequences of sterilization and abortion

	A	B	C
PERSONAL GROWTH 7.6 Family Life	**Family Life**	**Family Life**	**Family Life**
	• identifies members of family • knows the difference between a baby and a doll • handles small animals with tenderness	• understands personal position in immediate family (mother, father, brother, sister)	• understands personal position within extended family (aunts, uncles) • understands roles in family • identifies words and gestures used to show affection to members of a family • recognizes some objects used in the care of a baby (soothers, diapers, etc.) • recognizes basic care of babies (changing diapers, bathing, feeding, etc.)

D	E	F
Family Life	**Family Life**	**Family Life**
• identifies the needs and desires fulfilled by family • describes own role in the family and own responsibilities as a member of the family • understands family harmony • understands ups and downs in family life • describes various types of families (single parent, adoptive, blended) • recognizes the necessities required for raising a baby (lodging, money, clothing, food, care and attention) • recognizes that cries from a baby can have several meanings (hunger, pain, wet diaper) • recognizes possible dangers for babies and young children (stairs, pools, animals) • names basic needs for young children • performs some infant care (bottle feeding, diaper changing)	• identifies personal origins (grandparents, great-grandparents) • recognizes the many responsibilities of parents • recognizes personal qualities of members of own family • recognizes the numerous services that family members offer each other (father prepares meal for children, mother drives children to a party, child sets the table) • identifies the physical, cognitive and emotional needs of young children • recognizes the importance of routine and structure for young children • recognizes the frustrations of raising children and knows strategies for dealing with them • recognizes signs of neglect and abuse in a child and knows how to react to them • describes various methods of discipline	• identifies attitudes that favour a good family life • communicates ideas and feelings in order to improve rapport with the family • recognizes the importance of choice of partner to shape a family • recognizes the scope of the parental role • can establish a day and night routine for a baby • recognizes the importance of play in the development of a child

Unit Eight:
Community Life

		A	B	C
COMMUNITY LIFE	**8.1 Exploring the Environment**	**Exploring the Environment**	**Exploring the Environment**	**Exploring the Environment**
		• climbs up and down stairs • recognizes surroundings and moves about	• opens doors (pushes, pulls, turns handle) • orients self within the environment (in the yard, in the washroom) • walks on the sidewalk • waits for turn to move	• uses escalator • identifies various types of vehicles • goes to familiar locations (cafeteria, gymnasium) • recognizes signs "exit, sortie" • uses points of reference to orient self • names places in the environment (church, restaurant, school) • excuses self when bumps into people or wishes to pass by
		Safety • crosses the road at an intersection accompanied by an adult • uses school transportation with adult, • waits in the designated area • embarks or disembarks after the adult signal • stays seated and behaves during the ride • keeps safety buckle attached	**Safety** • stops when asked to • walks up to an intersection and waits for adult to cross • waits until the vehicles have completely stopped before getting on or off the bus • undoes safety belt	**Safety** • follows some circulation rules (walks on right side, does not run in the halls) • buckles safety belt • carries identification

D	E	F
Exploring the Environment	**Exploring the Environment**	**Exploring the Environment**
• uses the elevator • indicates the location of a person, object or place in relation to self (around, beside, far, close, behind) • goes to various establishments in neighbourhood • can return from a location • uses a bicycle or public transportation following an established path	• recognizes road signs • orients self in the workplace • orients self in a new setting • orients self using a plan • uses transportation information services (service information bureau, schedules, bus driver) • plans an itinerary to go from one place to another (from work to shopping centre)	• drives a vehicle • chooses the best method of transportation for the outing • foresees an appropriate schedule (stops, meals, rests) • orients self using a map or town plan
Safety • checks that the road is clear before crossing • judges the speed at which a person or vehicle is approaching • crosses the road at intersections • recognizes and obeys the signs designated for walkers or cyclists (walk lights, crosswalks) • knows how to ask for help from a qualified person (bus driver, security guard, police) when lost • carries pocket money • knows personal information (address, phone number, parents' names)	**Safety** • checks on the proper functioning of a bicycle • respects road signs • recognizes the need to carry a little money in case of an emergency • recognizes potentially dangerous situations (walking at night in an unknown area) • uses emergency resources 911	**Safety** • follows the road signs and the security measures that apply

	A	B	C
COMMUNITY LIFE — 8.2 Leisure Activities	**Leisure Activities** •plays alone with simple or exploration games (marble ramps, jack in the box) •stays seated to watch a television program •practices leisure activities (listens to music, goes for a walk, looks at a book) •participates in physical activities (slides, swings) •imitates others (rolls a ball, picks up a doll)	**Leisure Activities** •occupies self for a limited time in a given space •tolerates another person being near while playing •uses the game material appropriately •puts away game material •participates in an organized group game •follows the basic rules of play (waits turn, stays in proper place) •plays simple symbolic games (makes the doll eat) •makes choices (choose games of interest) •participates in new experiences	**Leisure Activities** •plays alone during a free play period •respects the norms associated with a social activity (stays with the group, watches the activity, participates) •follows the rules of a simple game (Snakes & Ladders, Trouble) •listens to the rules of the game •stops playing at the signal •shares the material •plays symbolic games by dressing up and imitating familiar roles
	Examples of leisure activities •listens to music •uses rhythmic instruments •explores a variety of materials (play dough, fingerpaints) •plays in water or sand •plays light games •plays simple interaction games (pat-a-cake) •rolls a ball, drives a toy car	**Examples of leisure activities** •looks at books, magazines, catalogues •watches television •plays make believe (looking after a baby, making a sandwich) •puts on a disguise •piles cubes, blocks, etc. •collects objects (rocks) •plays simple games on the computer •participates in outings (goes to a show, zoo)	**Examples of leisure activities** •uses a radio, a tape recorder, CD player •constructs with building blocks (Lego, Duplo) •builds puzzles •makes simple jewellery •goes fishing •bowls •plays darts or other target games (Velcro) •plays memory games •plays simple board games •sleeps over at a friend's house •takes a course •goes out dancing

D	E	F
Leisure Activities	**Leisure Activities**	**Leisure Activities**
• participates fully in games or leisure activities • behaves appropriately in a group when out in the community (walks about, shows interest in activity) • diversifies games and leisure activities • diversifies activities during lunch hour • interacts appropriately on a simple sports team • co-operates with others during an activity and follows the rules • accepts losing gracefully • organizes game materials • creates scenarios for symbolic games	• recognizes leisure activities as a means of relaxing • participates appropriately in a cultural leisure activity (chooses the event, wears proper apparel, applauds at the appropriate time) • plays on a team following simple rules (ball games) • co-operates with others during an activity with complex rules • participates on a sports team demonstrating some basic skills • accepts a weaker player on a sports team	• recognizes sources of leisure activities in the community • chooses and plans activities according to a budget, time, schedule, and resources • includes a weaker player by playing in a less competitive manner
Examples of leisure activities	**Examples of leisure activities**	**Examples of leisure activities**
• talks to friends on the phone • plays an electronic game • rides a bicycle • goes for walks • swims, skates, etc. • throws and catches a Frisbee • plays with a yo-yo • plays marble games • plays badminton, croquet, billiards • makes a simple collection (hockey cards, rocks, etc.) • goes bird watching • does dot to dots • takes care of an animal • participates in a club	• corresponds by email • does archery • plays baseball • plays cards • navigates the internet • takes photos • reads (comics, flyers, magazines) • builds a model • cooks • goes on outings (restaurant, fee market, museums, concerts) • does word find puzzles • gardens (builds a vegetable or flower garden)	• lifts weights • participates on a sports team • takes a language course • sews, knits, crochets, etc. • builds three dimensional puzzles • does woodwork • plans a trip • goes canoeing/camping

	A	B	C
COMMUNITY LIFE **8.3 Services**	**Services**	**Services**	**Services**
	•accepts intervention of various professionals (gets hair cut by a hair dresser, gets examined by a doctor, a dentist) •accepts scholastic interventions •is familiar with community professionals (police, firefighters, mail carriers) •accepts strangers in his environment (grocery store, department store)	•associates certain professionals with their services (hair dresser cuts hair, doctor takes care of an illness) •recognizes the appropriate routine when interacting with service personnel (waits patiently in the waiting room to visit a doctor, waits at a table to be served in a restaurant) •answers questions asked by these professionals	•uses community services (pool, park, rink) and follows the rules that apply there •uses a public telephone •carries documentation where necessary (membership card)

D	E	F
Services	**Services**	**Services**
• develops a routine when using a specific service (brings card, money, towel) • asks questions related to needs ("Where is the washroom?, telephone?")	• adopts the procedures and behaviours specific to each service • researches the necessary information (hours of operation) • uses a specific service at the appropriate time only (911) • places a simple order over the phone • arrives at appointments on time • refers to support staff for help	• recognizes various services that may be needed (plumber, insurance agent, small appliance repair service) • finds the location of the services • uses the message machine • places orders (phone, internet, courier)

	A	B	C
COMMUNITY LIFE 8.4 Making Purchases	**Making Purchases**	**Making Purchases**	**Making Purchases**
	• collaborates with making purchases (pushes the cart guided by worker, goes with worker to do the shopping)	• takes articles from the shelves • pushes the cart • waits in line at the cash • places the articles on the counter • choose between two articles	• handles money with caution and discretion • knows that paper money is worth more than coins • collaborates with payment (gives the money, waits for the change) • uses simple distribution machines

D	E	F
Making Purchases	**Making Purchases**	**Making Purchases**
• makes small purchases (cafeteria) • identifies the units of money (bills, coins) • differentiates between the dollars and cents in a price • understands the equivalences between different denominations of money (two $5 bills = one $10 bill) • counts units of money by denomination $2, $5, $10 up to twenty • determines the units of money required to make a purchase ($3.49: 1x$5 or 1X$10) • identifies essential needs (food, clothing and housing)	• chooses products according to personal needs • prepares a shopping list and follows it • reads the prices of each item • foresees a higher cost because of taxes or tip • adds prices with the use of a calculator • associates the price with the amount of money required (rounds up to the nearest dollar) • determines the units of money required to pay a bill ($34: 2 x20 or 1 x $20 + 1 X $10 + 1 x $5) • counts units of money by groups of 2, 5, 10, 25 • counts a group of coins, less than $1. • writes an amount of money • identifies the various parts of a bill (merchandise, date, name of vender) • recognizes some banking terms (deposits, withdrawals, sale) • does some banking (deposits, withdrawals) • uses an ATM machine • estimates the cost of some usual services • prepares a small budget (daily purchases at the cafeteria) • places orders (phone, courier) • returns an article • distinguishes between needs and wants (milk vs. pop)	• pays bills • gives the required money indicated on the cash register • foresees the tax amount • compares prices in order to make a purchase • prepares a budget that reflects real needs • economizes to save money • uses credit prudently • asks for advice for large purchases • looks for specials in flyers • understands the influence of publicity • limits spending to predetermined needs (food, lodgings)

	A	B	C
COMMUNITY LIFE **8.5 Time**	**Time Concepts**	**Time Concepts**	**Time Concepts**
	• recognizes sounds or objects as a start to an activity (a spoon indicates eating time, a timer signals the change of an activity) • accepts the sequence of events or activities (we finish work then we play)	• anticipates the next activity in routine • reads a short preset schedule • understands before and after • recognizes the start and end of an activity	• names and associates activities with the following concepts: morning, afternoon, evening, night • lists the chronological events of a day • reads a preset schedule that includes all the activities in a half day • uses various measures of time (timer, egg timer) • identifies the hours on a digital clock

D	E	F
Time Concepts	**Time Concepts**	**Time Concepts**
• reads the schedule for the day • names and associates activities with time concepts: today, tomorrow, yesterday • names the days of the week in order • associates the days of the week with different activities • names the seasons • associates seasons with the time of the year • names the months in order • associates activities with different months of the year • uses a clock to associate the time with a particular activity • reads and tells time, hours and half hours on both digital and analog clocks • estimates a length of time of an activity by associating it with a known activity • writes the date • knows birth date • sets alarm clock • can situate events of life on a timeline	• participates in the preparation of a schedule • places events in chronological order (a story in many parts) • recognizes vocabulary related to time (later, sooner, now) • reads, writes and tells time • measures the length of an activity with the use of a clock • reads a date from a calendar • reads and writes the date • reads a weekly schedule • establishes the relationship between the hours and the day, the days and the weeks, the months and the years • estimates the length of an activity (several days, 1 hour) • identifies operating hours of businesses	• modifies a schedule • consults a personal agenda • keeps appointments • demonstrates a comprehension of the relationship between the 12 hour and the 24 hour clock • estimates the length of an activity • is punctual • plans a schedule, keeping in mind several factors • determines an arrival time, keeping in mind the walking distance, and the speed

Unit Nine:
World of Work

	A	B	C
WORLD OF WORK **9.1 Employment Opportunities**	**World of Work** • reacts positively when interacting on a job • observes during public service visits and job placement sessions	**World of Work** • shows pride in accomplishments • participates during public service visits and job placement sessions	**World of Work** • shows an interest in work • identifies enjoyable and non-enjoyable activities (at home, school, in community) • takes a visual inventory test of interests • identifies jobs in the community • explores different jobs according to likes and interests
	Examples of Jobs • places bags in a box • takes cans and deposits them in a carton • mixes different kinds of soil	**Examples of Jobs** • sorts bolts • classifies utensils • squashes cans • places labels on cans • removes sheets from beds • empties garbage cans • fills pots with earth • waters plants	**Examples of Jobs** • takes attendance in work section • refills distribution machines • washes tables in a cafeteria • sorts the laundry • recycles • hand sands an item • sorts fruit by their quality • unloads a delivery truck • places chairs around a table • shovels snow

D	E	F
World of Work	**World of Work**	**World of Work**

• recognizes the importance of a job/volunteering (feel useful, sense of belonging)
• names occupations in a work setting
• describes tasks related to various occupations
• identifies the skills required to pursue an occupation of interest
• identifies the characteristics that will influence the choice of occupation:
  • physical capacity (endurance, strength)
  • interests and likes
  • talents and skills
• recognizes occupations that are accessible
• recognizes exploitation situations in a job
	• shows an interest in undertaking responsibilities
	• becomes informed regarding the conditions of job by participating in various activities (watches films, goes on work placement)
	• takes an interest inventory and self-evaluates potential
	• recognizes own physical and mental capacities and relates them to an occupation
	• develops work skills related directly to an occupation
	• completes job applications
	• prepares a letter of presentation and a resume with assistance
	• recognizes the responsibilities towards an employer
	• recognizes rights as an employee (sick leave)
	• calculates a salary by hour (hrs x $10 = $60)
		• recognizes the need for independence
		• identifies and uses sources of information on the job market (internet, employment centers)
		• calculates a salary by commission

Example of Jobs • escorts kindergarten children from their class to the bus • hands out shoes in a bowling alley • makes photocopies • places library books on the shelves • rolls coins / counts money • copies menus on the computer • takes care of the distribution machines (takes inventory, fills, puts away surplus) • sorts mail	**Example of Jobs** • distributes catalogues in a neighbourhood • enters data into a computer • washes floors • washes dishes • washes windows • stocks shelves with products • distributes milk • prepares sandwiches in the cafeteria • uses templates to cut out pieces • hangs garments on hangers • weeds a garden	**Example of Jobs** • directs buses in the parking lot • takes inventory • completes request forms • looks after small sales • delivers groceries • helps with the food preparation • does office cleaning • paints walls • hems clothing • uses electric sander • assembles a piece of furniture from a plan • prepares a garden plot

	A	B	C
WORLD OF WORK — 9.2 Job safety (class, work shop, school, community)	**Job Safety** •avoids putting objects in mouth •stops a behaviour when asked to do so •expresses remorse	**Job Safety** •identifies sources of danger •puts away items from the work station •uses equipment safely (stairs, bathtubs) • climbs up and down with caution (chair, stool, ladder) •washes hands frequently •seeks help when faced with an illness, a cut	**Job Safety** •conforms to the safety rules according to he need •uses an elevator or escalator safely •conforms to hygiene rules in various settings •recognizes danger symbols • conforms to basic rules posted in public areas •has good work posture •clears the work station •uses materials and tools safely •takes measures to protect self from the sun when working outside •signals that an accident has occurred •dials 911 when asked •reacts to a fire alarm by exiting the building through the closest door

D	E	F
Job Safety	**Job Safety**	**Job Safety**
• identifies sources of danger • knows and respects the required safety rules (clothing, accessories) • knows and respects hygiene rules • knows and respects the danger signs posted in public places or on containers • asks permission or verifies supervision before using equipment, tools or materials • makes the work station safe ergonomically (adjusts chair to proper height), physically (ties up any electrical cords), and biologically (disinfects the counter) • lifts heavy items by bending knees • judges the necessity of using a lifting device to lift heavy objects • respects the proper standing or sitting positions when working • is careful with sharp objects • knows some situations that require a call to 911 • puts on a bandage	• respects the safety codes in the work place • knows the emergency procedures in case of a fire • knows how to operate a fire extinguisher • recognizes the significance of the danger symbols or the security labels on equipment • identifies physical symptoms related to a source of danger (vomiting, dizziness) • verifies the safety conditions of equipment (microwave door seals well) • uses industrial, commercial or domestic products safely • states the dangers that certain tools can present • identifies safety measures in an emergency (turns off power to a tool) • applies basic first aid rules	• foresees inherent dangers in the work place • inquires about possible dangers in the work place • independently uses tools, equipment and machines safely • knows preventative measure for poisoning • uses chemical products cautiously • knows how to dispose of substances and containers • notifies authority of missing or unreadable labels on containers • applies security measures to the use of all equipment • uses a first aid kit • applies first aid

Unit Ten:
Student As A Learner

	A	B	C
STUDENT AT A LEARNER **10.1 Task Organization**	**Task Organization**	**Task Organization**	**Task Organization**
	• accompanies the group during task completion • collaborates in the completion of a portion of the task • sits at work station • reacts when called upon • executes a simple request " give me" • imitates simple movements • looks at what is being done • keeps the material in front of self • collaborates in storing the material	• accomplishes a simple task • accomplishes a simple job at work station (folding cardboard boxes, sorting) • takes care of work station • repeats the same task several times • follows a simple procedure (left to right) • recognizes and identifies simple work articles (scissors, envelopes, pliers) • recognizes the function of a few work articles • retrieves the known articles from their place to begin the task • helps with the clean up of the work station	• completes a two or three step task • executes a job request from an authority figure • consults an illustrated step by step poster to complete a task (fold the flyer, place in envelope, lick envelope) • memorizes and repeats a sequence • consults a list of equipment necessary for the task (gloves, goggles) • recognizes own equipment • brings personal items required for a specific activity (gym clothes for class, hair net for kitchen work) • puts away work items in their appropriate place • asks for help when needed

D	E	F
Task Organization	**Task Organization**	**Task Organization**
• accomplishes a multi step task • reacts to a group request • executes a few instructions at a time • follows the prescribed method for the task • recognizes and identifies the necessary items for different tasks (tools for woodworking, office equipment) • recognizes the various functions of work tools • places work tools within reach • takes care of work station • is careful with materials • accepts small changes (tasks, personnel, workstation) • recognizes and uses some strategies to solve minor problems (lack of materials)	• recognizes and adapts work methods to the environment • completes all the details of a task before starting a new one • follows the established steps for completion of a task • asks questions to verify that the task has been understood • analyses a task to ensure proper execution • uses tools and material in an appropriate fashion • organizes the necessary equipment	• accomplishes all the aspects of assigned task • finds methods and modifies the techniques to better accomplish a task • transfers the skills from one task to others

	A	B	C
Student As A Learner 10.2 Time Management	**Time Management**	**Time Management**	**Time Management**
	• associates a beginning element to an activity (go sticker, object) • follows the sequence of an activity	• recognizes points of reference of time (clock, schedule) • recognizes the beginning and end of an activity • associates the different parts of a cycle with a time of day (morning, afternoon)	• associates a specific hour with an activity • follows a pictorial schedule • starts task immediately • associates a specific day with an activity • goes on to the next activity when the first one is completed • takes a break when signaled

D	E	F
Time Management	**Time Management**	**Time Management**
• consults an agenda, a schedule, a chart • conforms to scheduled meal and break times • accepts an impromptu change in the schedule • notifies employer/teacher of absence • keeps track of hours of work	• situates activities in a daily schedule • estimates the time required to complete a task • starts work on time • verifies hours of work with the time sheet • sets up a simple schedule • creates a personal schedule (organizes activities after work) • continues working until the prescribed hour • phones employer or teacher the morning of absence • recognizes valid reasons for missing work	• recognizes the importance of keeping to a time schedule • accepts, occasionally, to stay late to complete a task • sets up appointments before or after work • demonstrates reliability

	A	B	C
Student As A Learner 10.3 Functional relationships in personal environment (class, workshop, community)	**Work Relationships**	**Work Relationships**	**Work Relationships**
	• accepts the presence of others in the work environment • accepts supportive physical contact (hand over hand)	• works alongside colleagues and/or classmates	• works in an assembly line • recognizes supervisor as an authority figure • knows who to ask for help

D	E	F
Work Relationships	**Work Relationships**	**Work Relationships**
• works effectively in a group • recognizes the role of each member in a group • recognizes the authority figures and conforms to rules • heeds the remarks or suggestions of a supervisor • accepts working with different people • interacts with others in a work setting • respects the space of others • treats materials with respect	• works efficiently with colleagues at work • helps a colleague with a task • accepts some concessions for the good of the group • seeks advice from the appropriate personnel when in difficulty • uses acceptable language in a work setting	• collaborates with other employees • controls emotions towards peers and colleagues • exchanges ideas with colleagues in work related areas

	A	B	C
STUDENT AS A LEARNER 10.4 Flexibility, tenacity and productivity (class, workshop, community)	**Work Place Behaviour**	**Work Place Behaviour**	**Work Place Behaviour**
	• collaborates with others on a job	• remains attentive until the job is completed	• demonstrates a good attitude towards a job (does not pout) • accepts adult supervision • accepts a variety work placements • concentrates on the task at hand • accepts repetitive tasks • completes or continues a started task • develops pride in a job well done • demonstrates job completion that is acceptable

D	E	F
Work Place Behaviour	**Work Place Behaviour**	**Work Place Behaviour**
• controls emotions when faced with less enjoyable tasks • completes a task during an allotted time frame • concentrates on tasks despite any environmental stimulus • perseveres with repetitive tasks • accepts redoing a poorly done task • shows pride in work • begins next step	• adapts to new tasks • accepts both the pleasant and unpleasant aspects of a job • starts work with enthusiasm • is consistent with work on a task • follows the pace of work set out by the supervisor • identifies the majority of problems during the completion of a task • produces work that is consistent with the proposed norms • pays attention to the quality of work	• generalises work skills to various tasks, areas, and places of work • is productive in spite of situational changes (shows flexibility) • accepts doing all the steps of a task without complaint • finds a solution to simple problems • makes necessary adjustments during a job • uses stress relieving techniques (exercise, speaking to someone about a problem) • tolerates pressure • perseveres in the completion of a job well done • completes the task according to the demands of the employer • notices what needs doing and does it • shows initiative to improve productivity • verifies that the task done meets the expectations • self evaluates in order to determine the need for improvement