



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**

1.1	Reading
1.2	Writing



**LANGUAGE**

**1.1 Reading**

<b>A</b>	<b>B</b>	<b>C</b>
<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"><li>• sits for a story</li><li>• looks at and turns the pages of a book, magazine</li><li>• relates objects to the illustration</li><li>• spontaneously points to a picture to relate an idea</li></ul>	<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"><li>• shows an interest in listening to a story</li><li>• names objects, people and actions represented in the illustrations</li><li>• associates a picture, image or pictogram (cane, dress, hat, chair) with its function</li><li>• recognizes first name in print</li><li>• participates in reading by inserting words, gestures, noises and phrases</li><li>• recognizes or imitates the principal characters in a story</li></ul>	<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"><li>• "reads" from memory by looking at the illustrations</li><li>• recognizes most of the letters of the alphabet</li><li>• participates in the reading by inserting phrases</li><li>• anticipates the subject of the story from the illustrations</li><li>• grasps the story line by interpreting the illustrations</li><li>• predicts the story that is being read</li><li>• sequences a simple story (beginning, middle, end)</li><li>• recognizes left to right sequence</li><li>• recognizes a small number of words out of context</li></ul>

D	E	F
<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• reads short illustrated texts that contain concrete and familiar information</li> <li>• reads posters and signs (danger, washrooms, men, etc.) <ul style="list-style-type: none"> <li>• retrieves the subject and some facts from a text</li> </ul> </li> <li>• retells story in own words</li> <li>• reads and follows simple directives</li> <li>• places a story in sequence (introduction, problem, tentative solutions)</li> <li>• anticipates the content of a story from the illustrations, the title and personal experiences on the subject</li> <li>• reads several words out of context</li> <li>• uses knowledge of the 26 letters of the alphabet, the sounds of letters, letter combinations ( ch, sh), syllables (ta -ble) to decode words</li> <li>• knows alphabetical order</li> </ul>	<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• reads short simple texts found in surroundings (recipes, safety regulations, magazine, mail, directions)</li> <li>• chooses readings according to own needs and tastes</li> <li>• consults different resources (phone book, dictionary)</li> <li>• researches and finds pertinent information for personal needs in various written forms ( flyers, catalogues, internet, prescription)</li> <li>• locates written information in surroundings and seeks out their meaning</li> <li>• predicts new word meanings from illustrations and context</li> <li>• uses graphic clues to decode difficult words</li> <li>• understands and integrates new words or expressions found in readings into personal vocabulary</li> <li>• puts words in alphabetical order</li> </ul>	<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• uses some strategies to help understand and remember information read (highlight key words)</li> <li>• researches and finds information in various media</li> <li>• reads various types of texts (advertising, stories, instructions)</li> <li>• recognizes and understands functional language in personal and/or community environment</li> <li>• develops word recognition of frequently seen words beyond the grocery, restaurant and medical environments</li> <li>• reads simple maps and bus schedules</li> <li>• demonstrates understanding of the main idea, notes significant details, follows and understands sequence, draws conclusions, predicts outcomes</li> <li>• reads orally using correct pronunciation and phrasing</li> <li>• reads silently to answer a question first in a sentence, then in a paragraph and finally in a short selection</li> </ul>

<b>LANGUAGE</b> 1.2 Writing	<b>A</b>	<b>B</b>	<b>C</b>
	<b>Written Language Skills</b> <ul style="list-style-type: none"> <li>• scribbles</li> <li>• holds a crayon or pencil in hand</li> <li>• develops left-right orientation</li> </ul>	<b>Written Language Skills</b> <ul style="list-style-type: none"> <li>• grasps a pencil using appropriate form</li> <li>• draws lines and simple shapes</li> <li>• prints a few letters of the alphabet</li> <li>• repeats the letter sequence of his name using a model (magnetic letters, letter stamps)</li> </ul>	<b>Written Language Skills</b> <ul style="list-style-type: none"> <li>• prints own name correctly</li> <li>• prints most letters of the alphabet</li> <li>• uses the first letter of a word or phonetic spelling to transmit an idea (ILUVU for I love you)</li> <li>• produces a simple message using given words (Thank you mom)</li> <li>• composes small texts transcribed to the student (Happy Birthday Mom)</li> <li>• participates in group letter writing by suggesting words or ideas to be added</li> </ul>

D	E	F
<p><b>Written Language Skills</b></p> <ul style="list-style-type: none"> <li>• prints all letters upper and lower case</li> <li>• leaves an acceptable space between words</li> <li>• composes very small texts (birthday cards, repetition books)</li> <li>• spells name and address correctly</li> <li>• spells a few familiar words correctly</li> <li>• composes small phrases (subject, verb, object: I like apples)</li> <li>• uses a capital letter and period to denote a sentence</li> <li>• revises and corrects small errors in text using a reference chart, personal dictionary or classroom posters</li> <li>• makes a good copy of the text using a model</li> </ul>	<p><b>Written Language Skills</b></p> <ul style="list-style-type: none"> <li>• uses legible printing and adjusts printing size to the size of space given</li> <li>• composes small texts related to the subject and purpose of writing (postal code, thank you note, personal journal, etc.)</li> <li>• composes simple sentences containing some precisions (The <u>big</u> dog is <u>very</u> angry)</li> <li>• rereads a written story for omissions or clarifications</li> <li>• uses the correct vocabulary ("bought himself" instead of "got himself")</li> <li>• uses known letters and sounds to write new words</li> <li>• uses capital letters for proper nouns</li> <li>• uses the appropriate punctuation</li> <li>• uses the proper verb in a sentence</li> <li>• transcribes own letter (reads a few words at a time then writes)</li> <li>• uses various media for communicating (e-mail, notes)</li> </ul>	<p><b>Written Language Skills</b></p> <ul style="list-style-type: none"> <li>• can create various types of texts</li> <li>• completes simple forms</li> <li>• uses a varied and precise vocabulary</li> <li>• edits texts: revises text using a reference table</li> <li>• uses writing as a form of expression</li> <li>• composes a curriculum vitae and a letter of presentation using an outline</li> </ul>

Unit Two:  
**Mathematics**

- 2.1 Numbers
- 2.2 Spatial Awareness

**MATHEMATICS**

**2.1 Numbers**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Numeracy and Number Sense</b>	<b>Numeracy and Number Sense</b>	<b>Numeracy and Number Sense</b>
<ul style="list-style-type: none"><li>• matches similar objects (toy cars, plates, etc.) by colour, shape, size, picture, object, letters</li></ul>	<ul style="list-style-type: none"><li>• sorts by one predetermined criteria (colours, textures, etc.)</li><li>• understands vocabulary related to quantity (more, less, one)</li><li>• recognizes the presence of numbers in own surroundings</li><li>• finds numbers that match a model (stamps, magnetic)</li><li>• rote counts to 3</li></ul>	<ul style="list-style-type: none"><li>• uses numbers (says age, phone number, etc.)</li><li>• sorts and classifies objects by specific criteria (colour, shape, size, etc.)</li><li>• associates objects 1 to 1 (1 fork for every plate)</li><li>• rote counts to 30</li><li>• reads and writes numerals 0 to 9</li><li>• knows the value of numbers 0 to 10</li><li>• assembles groups in order from 1 to 10</li><li>• understands and uses quantitative vocabulary (more, less, some, all, etc...)</li><li>• adds an object to a group of objects and understands that the number increases</li><li>• takes away an object from a group of objects and understands that the number decreases</li></ul>

D	E	F
<p><b>Numeracy and Number Sense</b></p>	<p><b>Numeracy and Number Sense</b></p>	<p><b>Numeracy and Number Sense</b></p>
<ul style="list-style-type: none"> <li>• uses numbers in everyday living (bus #, house #, etc.)</li> <li>• 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)</li> <li>• understands "more than", "less than", "equal to"</li> <li>• counts orally: <ul style="list-style-type: none"> <li>• up to 60</li> <li>• backwards from 10</li> <li>• by groups of 2, 5, 10, to 20</li> </ul> </li> <li>• reads and writes numerals from 1 to 60</li> <li>• demonstrates number sense from 1 to 60</li> <li>• understands the symbol "<math>\frac{1}{2}</math>" as half</li> <li>• identifies the numeral that follows or precedes a given number</li> <li>• understands and uses the terms relating to numeration (none, first, middle, last)</li> <li>• understands the value of position in a number (units, tens, hundreds)</li> <li>• identifies addition (regrouping, adding an item) and subtraction (separating, retraction) in various situations</li> <li>• understands the link between these adding and subtracting situations and the symbols + • (using a calculator)</li> <li>• adds numbers up to a sum of 20 using concrete material</li> <li>• subtracts single digit numbers using concrete material</li> <li>• uses a calculator for simple calculations</li> <li>• verifies a calculation (uses a calculator, refers to a chart)</li> </ul>	<ul style="list-style-type: none"> <li>• sorts and classifies objects, symbols and information by two attributes (sorts pants by size and style)</li> <li>• retrieves information from charts and diagrams</li> <li>• recognizes individual coins and bills</li> <li>• gathers and compiles simple data (inventory)</li> <li>• counts by groups of 2, 5, 10, 25</li> <li>• reads and writes number words</li> <li>• calculates the value of a numeral by its position in a number (units, tens, hundreds)</li> <li>• rounds numbers</li> <li>• understands fractions as parts of a whole (<math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>)</li> <li>• does not recount the first digits when adding (ex. <math>8 + 2</math>; says 8, then 9, 10)</li> <li>• adds numbers with or without regrouping up to 101</li> <li>• subtracts numbers with or without regrouping, where the first number is less than 101</li> <li>• understands the concept of multiplication as repeated additions in contextual situation</li> <li>• understands the concept of division as regrouping objects in a contextual situation</li> <li>• uses a calculator to solve problems</li> <li>• verifies if the answer is logical or not</li> <li>• demonstrates the value of the coins and bills</li> </ul>	<ul style="list-style-type: none"> <li>• reads and writes numbers that are used in everyday life</li> <li>• gathers pertinent data (takes orders to establish a menu for a party)</li> <li>• estimates</li> <li>• uses all operations (+, -, x, ÷) to solve problems</li> <li>• 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?)</li> <li>• estimates and verifies answers</li> </ul>

**MATHEMATICS**

## 2.2 Spatial awareness

A	B	C
Spatial Concepts	Spatial Concepts	Spatial Concepts
<ul style="list-style-type: none"><li>• manipulates objects of various sizes, weights, shapes</li><li>• moulds simple shapes</li><li>• follows a path (under, around, over )</li></ul>	<ul style="list-style-type: none"><li>• differentiates big objects from small ones</li><li>• differentiates tall objects from short ones</li><li>• piles objects according to size (from big to small)</li><li>• understands some basic concepts terms of measure (from big to small)</li><li>• matches similar shapes</li><li>• acts out or places objects according to special concepts (in front, under, beside, inside, over)</li><li>• identifies regularities in simple routines (puts on pants before shoes, washes hands after going to the bathroom, etc.)</li></ul>	<ul style="list-style-type: none"><li>• distinguishes empty from full</li><li>• uses measurement terminology (big, little, long, short, full, empty)</li><li>• identifies and compares two dimensional objects (square, circle, triangle)</li><li>• understands and uses spatial concepts: in, over, on top, under, outside, inside</li><li>• repeats and continues a simple pattern (clap/tap, right/left, up/down)</li></ul>



D	E	F
Spatial Concepts	Spatial Concepts	Spatial Concepts
<ul style="list-style-type: none"> <li>• compares and orders objects by length, volume, weight (from the longest to shortest, lightest to heaviest)</li> <li>• measures using non conventional units ( paper clips, straws, hands, feet)</li> <li>• uses terms that express measurement (light, deep, far)</li> <li>• chooses appropriate measuring tool (scales for weight)</li> <li>• identifies and compares three dimensional shapes (cube, cone)</li> <li>• reproduces a simple structure using a model</li> <li>• describes objects, buildings, elements of nature by their geometric shape</li> <li>• describes the position of an object using the appropriate vocabulary: near/far, on/off, before/after, right/left</li> <li>• explores the notions of interior, exterior &amp; along (following paths, labyrinths)</li> <li>• moves objects taking into consideration the objects or people to avoid/move to reach destination</li> <li>• identifies, prolongs and creates a simple pattern (borders, frames)</li> </ul>	<ul style="list-style-type: none"> <li>• measures and notes the dimensions (cm, m km), the mass (g, kg), the capacity (ml, l) of various objects</li> <li>• chooses the appropriate unit of measure</li> <li>• estimates length by comparing to a meter stick, capacity by comparing to 1 litre and mass by comparing to 1 kg</li> <li>• solves measurement problems in daily activities (chooses the appropriate container for leftovers, estimates the amount of wood required for a construction project)</li> <li>• explores the construction of a solid (makes a box from a flat pattern)</li> <li>• identifies symmetrical objects in his surroundings</li> <li>• shows some knowledge of coordinates used in simple games and in maps</li> <li>• draws a simple map of personal surroundings showing buildings and the roads leading from one place to another</li> <li>• organizes and uses space according to personal needs</li> <li>• identifies and uses complex patterns in activities (paving stones)</li> </ul>	<ul style="list-style-type: none"> <li>• determines the quantities needed for an activity (plan a seating arrangement according to the number of guests)</li> <li>• measures perimeter (the contour of a garden to buy sufficient plants) &amp; surface (square meters of a field to purchase grain for seeding)</li> <li>• estimates the dimensions, the mass of objects as well as the capacity of containers</li> <li>• designs a three dimensional figure to represent a model</li> <li>• uses symmetry to create designs (edging for flower box)</li> </ul>

Unit Three:  
**Science and Technology**

- 3.1 Technology
- 3.2 Social Studies
- 3.3 Science

# SCIENCE AND TECHNOLOGY

## 3.1 Technology

A	B	C
<b>Technology</b> <ul style="list-style-type: none"><li>• associates simple cause-effect (click on the mouse to change the screen on a computer, flip a switch to turn on light)</li><li>• looks at and shows interest in the activity on a screen (changes, images, colours, frames)</li></ul>	<b>Technology</b> <ul style="list-style-type: none"><li>• is interested in listening and/or watching some programs on television, radio or videos</li><li>• uses the remote control to change channels</li><li>• follows simple instructions on software (go up, go down, click on an image)</li><li>• with the mouse, moves the large cursor towards a target and clicks</li><li>• locates some letters on the keyboard</li></ul>	<b>Technology</b> <ul style="list-style-type: none"><li>• chooses videos, music tapes, book tapes</li><li>• uses simple CD ROMs, software</li><li>• reacts to a media product (names the characters from the movie, retells a part of a story)</li><li>• turns the computer on and off correctly</li><li>• recognizes some familiar icons</li><li>• double clicks the mouse</li><li>• types own name</li><li>• types words or short message using a model</li><li>• recognizes and uses certain commands on the keyboard:<ul style="list-style-type: none"><li>• enter (enter)</li><li>• erase (delete)</li><li>• capital (shift)</li></ul></li></ul>

D Technology	E Technology	F Technology
<ul style="list-style-type: none"> <li>• explores some mechanical and technical products (electronic games, software)</li> <li>• participates in producing a media product (produces a card on the computer, records a song on the tape recorder)</li> <li>• expresses own feelings after viewing or listening to tapes, videos, etc.</li> <li>• differentiates the real from imaginary</li> <li>• uses the telephone: answers and makes calls</li> <li>• enters personal code on the computer</li> <li>• locates all the letters on the keyboard</li> <li>• moves and clicks the mouse simultaneously</li> <li>• knows how to use a few word processing functions (saves or prints a document, opens a file)</li> <li>• uses the right hand for keys on the right and left hand for keys on the left</li> </ul>	<ul style="list-style-type: none"> <li>• uses technological products appropriately (video cassette to record a program, CDROM on the body functions to get information about the body)</li> <li>• 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)</li> <li>• answers the phone, takes a message and delivers it</li> <li>• uses various methods of communication (e-mail, memo)</li> <li>• enters an internet address</li> <li>• researches on the world wide web</li> <li>• knows what precautions to take while using the internet (do not give name, address, phone, do not plan to meet an internet correspondent alone)</li> <li>• uses some word processing functions (fonts, underline, bold, copy, paste, cut, etc.)</li> <li>• has good keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• recognizes various functions of the media (informs, diverts, organizes data, gather memories, corresponds)</li> <li>• perfects media techniques of own choice to create a multimedia product</li> <li>• recognizes the influence of publicity</li> <li>• explains a few risks and precautions to take using the internet (use a protected site when entering personal information, verify the source of correspondence)</li> <li>• uses e-mail for home and work purposes</li> <li>• uses advanced word processing functions (makes a table, graphics)</li> </ul>

# SCIENCE AND TECHNOLOGY

## 3.2 Social Studies

A	B	C
My World	My World	My World
<ul style="list-style-type: none"><li>• knows the name of teacher or educator</li><li>• stops a behaviour upon request</li></ul>	<ul style="list-style-type: none"><li>• shows self-discipline by obeying the rules and regulations in the classroom, on the bus, etc.</li><li>• knows the school's name</li><li>• situates self within immediate family (sister, brother, mother, father)</li></ul>	<ul style="list-style-type: none"><li>• follows the rules of social conduct in the community (restaurant, community centre, etc.)</li><li>• accepts the consequences of actions in both family and school settings</li><li>• situates self within extended family (aunt, grandfather, uncle, etc.)</li><li>• identifies a few people from school (principal, secretary, etc.)</li><li>• demonstrates appropriate social behaviour in a group and in relations with others</li><li>• knows some of the yearly holidays (Christmas, Easter)</li><li>• visits some of the local economical establishments (farms, garages, stores, etc.)</li><li>• identifies local buildings (fire station, grocery store)</li><li>• stands and sings a few words of the national anthem</li></ul>

D	E	F
<b>My World</b>	<b>My World</b>	<b>My World</b>
<ul style="list-style-type: none"> <li>• explains the necessity of regulations in own surroundings</li> <li>• describes role as a member of a family, school and class</li> <li>• recognizes the consequences of imposed expectations in daily life (clean desks and classroom after eating, and puts refuse in the garbage can)</li> <li>• places events, facts and celebrations in chronological order on a time line</li> <li>• recalls memories that illustrate personal life (photos)</li> <li>• identifies the Canadian flag</li> <li>• situates Canada on a map of North America and on the globe</li> <li>• recognizes various communities (towns, cities)</li> <li>• knows personal mailing address</li> <li>• explains the purpose of local buildings (post office, police station)</li> </ul>	<ul style="list-style-type: none"> <li>• names factors that influence the creation of laws</li> <li>• differentiates between facts and opinions</li> <li>• differentiates between laws and privileges</li> <li>• takes an interest in school, community (participates in cleaning the park, helps with classroom management)</li> <li>• shows respect for the rights and opinions of others</li> <li>• creates a family tree</li> <li>• compares life today with yesteryears</li> <li>• names the Prime Minister of Canada</li> <li>• recognizes Canadian symbols (beaver, maple leaf)</li> <li>• sings the national anthem</li> <li>• names and places the provinces, territories, Ottawa and the US on a map of North America</li> <li>• indicates current location on a map</li> <li>• indicates the public services and buildings in the community that respond to individual needs (recreation complex)</li> <li>• compares rural to city life and states the differences</li> <li>• associates certain foods, clothing, etc. with specific cultures</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates positive attitudes in regards to social responsibilities</li> <li>• compares the roles and responsibilities of several people in surroundings</li> <li>• identifies situations where personal liability could occur</li> <li>• knows social agencies to contact for support</li> <li>• aware of the right to vote</li> <li>• retraces the history of town, school, etc.</li> <li>• knows certain historical facts</li> <li>• recognizes the importance of key individuals in history</li> <li>• reads a map legend to ascertain various symbols</li> <li>• indicates the points of interest in surroundings using the four cardinal points</li> <li>• identifies local commodities and products, provincial commodities and products and Canadian commodities and products</li> <li>• recognizes the Prime Minister as the head of the country</li> </ul>

# SCIENCE AND TECHNOLOGY

## 3.3 Science

	A	B	C
	<b>Basic Concepts in Science</b>	<b>Basic Concepts in Science</b>	<b>Basic Concepts in Science</b>
	<ul style="list-style-type: none"> <li>• shows awareness of the world (searches for the source of noise, manipulates objects)</li> <li>• finds an object that was hidden</li> <li>• participates in outings to various parks</li> </ul>	<ul style="list-style-type: none"> <li>• explores nature objects using senses</li> <li>• makes apparent observations (The sky is blue. It is hot. I hear a dog.)</li> <li>• identifies and compares simple concepts (hot and cold)</li> </ul>	<ul style="list-style-type: none"> <li>• shows curiosity and respect for life in environment</li> <li>• differentiates between living and non-living</li> <li>• recognizes the primary needs of animals (water, food) and plants (water, sun)</li> <li>• recognizes the source of food (meat -animals, vegetables &amp; fruit - plants)</li> <li>• knows how to care for a small animal (hamster, dog, cat)</li> <li>• is familiar with certain agricultural areas (farms, orchards)</li> <li>• indicates the weather (It is snowing. It is sunny)</li> <li>• identifies routines in environment (daily activities)</li> <li>• participates in recycling (stores paper products in separate bin, empties bin into large recycling bin)</li> <li>• shows an interest in exploring the world (pours water from one container to another, uses a magnifying glass)</li> </ul>

D	E	F
<p><b>Basic Concepts in Science</b></p> <ul style="list-style-type: none"> <li>• compares human growth to other living creatures</li> <li>• identifies certain characteristics and needs of living beings</li> <li>• describes the environments of certain plants and animals (farms, ponds, forests)</li> <li>• identifies the various parts of a plant, a fruit, an animal (peel, seed, root, wing, beak)</li> <li>• identifies cycles in the environment (seasons, days)</li> <li>• describes seasonal changes (migration of birds, choice of clothing, length of days)</li> <li>• describes the probabilities of certain events (It will never be sunny at night. It rains sometimes in the spring)</li> <li>• classifies used material as recyclable, reusable or compostable</li> <li>• explores various materials and identifies a few of each characteristics (if it floats, if it is magnetic, etc.)</li> </ul>	<p><b>Basic Concepts in Science</b></p> <ul style="list-style-type: none"> <li>• describes the basic characteristics of different species of animals</li> <li>• describes the habitat, food and behaviour of an animal</li> <li>• recognizes a few kinds of trees in the environment</li> <li>• reads the temperature from a thermometer</li> <li>• estimates the temperature then dresses and chooses an activity accordingly</li> <li>• describes human activities that are beneficial or harmful to the environment</li> <li>• participates in activities that help protect the environment (clean up week, walk to work day)</li> <li>• describes the properties of various materials (sugar is a solid that dissolves in liquid)</li> <li>• recognizes a few celestial bodies and their characteristics (the earth moves around the sun which creates seasons)</li> <li>• recognizes various forms of energy in daily life (the sun helps grow plants, electricity makes bulbs light up)</li> <li>• follows scientific procedure (asks a question, hypothesis, etc.)</li> </ul>	<p><b>Basic Concepts in Science</b></p> <ul style="list-style-type: none"> <li>• performs simple scientific experiments</li> <li>• draws conclusions based on observations</li> <li>• develops basic research skills to support a hypothesis</li> <li>• recognizes some of the contributions of key individuals in science</li> </ul>



**Unit Four:**  
**Motor Skills**

- 4.1 Manual Dexterity
- 4.2 Eye-Hand Co-ordination
- 4.3 Physical Activities
- 4.4 Locomotion
- 4.5 Co-ordination/Strength

**MOTOR SKILLS**

## 4.1 Manual dexterity

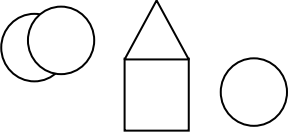
A	B	C
<b>Fine Motor Skills</b> <ul style="list-style-type: none"><li>• grasps and maintains an object in hand</li><li>• isolates the index finger for pointing or activating a toy/object (telephone dial, points to an object in a book)</li><li>• executes bilateral activities (claps hands, bangs cymbals, pushes a wagon or carriage)</li><li>• releases an object voluntarily into a container</li><li>• uses index-thumb grip to pick up small objects</li><li>• 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)</li><li>• uses pro-supination movements (turns a doorknob, unscrews a lid)</li><li>• squashes, flattens and stretches play dough</li><li>• has a palm grip on a crayon: all fingers wrap around the crayon</li><li>• controls the opening and closing of scissors with two hands</li></ul>	<b>Fine Motor Skills</b> <ul style="list-style-type: none"><li>• uses a preferred hand for manipulating objects</li><li>• demonstrates better control in supination (screws on a lid correctly)</li><li>• uses supination movements with proper force (turns a dial to activate a radio, pushes a switch on a toy)</li><li>• 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)</li><li>• demonstrates good bilateral coordination (strings pearls, drops pennies in a bank, buttons and unbuttons large buttons)</li><li>• rolls play dough into snakes on the table or in hands; uses a rolling pin and cookie cutters</li><li>• has a digital grip on a crayon (thumb-four fingers)</li><li>• begins to incorporate wrist and finger movements when colouring</li><li>• places scissors correctly in hand</li><li>• has hand control when using tools (scissors, salad tongs, sprayers)</li></ul>	<b>Fine Motor Skills</b> <ul style="list-style-type: none"><li>• establishes hand dominance: occasionally changes hands</li><li>• moves all fingers independently (touches thumb to each)</li><li>• demonstrates good control in bilateral activities (assembles small objects, constructs with small blocks)</li><li>• uses complex movements when manipulating objects (stabilizes objects with one hand during manipulation, uses thumb index grip to transfer objects to the palm)</li><li>• rolls a ball of play dough in a circular motion on the table or between hands</li><li>• has a more mature grip on the crayon: digital grip with weight on the hand or tri-digital grip with wrist control</li><li>• movement of wrist and fingers during colouring</li><li>• uses non-dominant hand to guide paper while cutting simple shapes</li></ul>

D	E	F
<p align="center"><b>Fine Motor Skills</b></p>	<p align="center"><b>Fine Motor Skills</b></p>	<p align="center"><b>Fine Motor Skills</b></p>
<ul style="list-style-type: none"> <li>• establishes hand dominance</li> <li>• 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)</li> <li>• 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)</li> <li>• combines speed with fine motor skills (deals cards, plays video games)</li> <li>• has a mature pencil grip (tri-pod grip with stability)</li> <li>• precisely adjusts scissor movements to cut out irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>• synchronizes fine motor skills with speed (plays piano, uses all fingers on the keyboard)</li> <li>• executes fine movements with exactitude (threads a needle and sews on a button, paints by numbers, assembles model toys)</li> </ul>	<ul style="list-style-type: none"> <li>• executes with mastery any activity requiring manual dexterity</li> <li>• transfers acquired fine motor abilities from work to leisure activities (initiates a sewing or mechanical project)</li> </ul>

**MOTOR SKILLS**

4.2 Eye-hand Co-ordination

A	B	C
<p><b>Eye-Hand Co-ordination</b></p> <p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• inserts tokens into a container</li> <li>• deposits letters into a mail box</li> <li>• places clothing into a clothes dryer</li> <li>• transfers a cup of flour into a mixing bowl</li> <li>• stabs food with a fork</li> <li>• clicks on the mouse to initiate changes on the computer monitor</li> <li>• places dishes into a water-table, sand-table etc.</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• scribbles intentionally and remains within the paper borders</li> <li>• imitates horizontal, circular and vertical scribbles</li> <li>• tears paper with two hands</li> <li>• makes cuts with scissors when an adult is holding the cardboard (opens and closes scissors with both hands)</li> </ul>	<p><b>Eye-Hand Co-ordination</b></p> <p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• strings pearls to make a necklace or bracelet</li> <li>• piles blocks to make a tower</li> <li>• transfers a spoon of flour to fill a measuring cup</li> <li>• moves the computer mouse towards a specific point</li> <li>• opens and closes zipper on a pack</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• draws a horizontal line within a 2cm wide lined space</li> <li>• colours in most of a simple shape while staying within the lines</li> <li>• copies a cross, vertical, horizontal and circular lines</li> <li>• tears paper following a straight line (1cm wide)</li> <li>• places cardboard between the scissors and cuts on a straight line (1cm wide)</li> </ul>	<p><b>Eye-Hand Co-ordination</b></p> <p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• operates a child's fishing line</li> <li>• pours liquid from a small container</li> <li>• plays with Velcro balls/darts and target</li> <li>• uses a screwdriver to fasten screws and build (Duplo, Junior Meco)</li> <li>• begins and zips a zipper</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• draws a horizontal or curved line within a 1cm wide lined space</li> <li>• traces a simple shape following dotted lines</li> <li>• colours a simple shape with accuracy</li> <li>• copies a cross, diagonal lines, a square and an X</li> <li>• tears the contours of a simple shape (square)</li> <li>• cuts small straight lines and simple shapes with angles and curves (square, circle)</li> </ul>

D	E	F
Eye-Hand Co-ordination	Eye-Hand Co-ordination	Eye-Hand Co-ordination
<p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• uses a glue gun</li> <li>• uses a screw driver</li> <li>• hammers a nail</li> <li>• puts a key into a lock</li> <li>• clicks and moves the mouse simultaneously</li> <li>• plays video games</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• draws a line within a curved space (0.5cm wide)</li> <li>• draws an irregular shape following a dotted line</li> <li>• colours an irregular shape with accuracy</li> <li>• copies simple shapes adjacent or superimposed on shape:</li> </ul>  <ul style="list-style-type: none"> <li>• cuts irregular shapes (animal pictures, paper dolls)</li> </ul>	<p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• uses tweezers appropriately</li> <li>• threads a needle</li> <li>• paints by numbers</li> <li>• uses a fishing rod</li> <li>• plays darts or uses a bow and arrows</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• draws a complex picture using dot to dots</li> <li>• copies complex pictures adjacent or superimposed on picture</li> <li>• cuts complex irregular shapes (detailed pictures)</li> <li>• cuts different materials (tissue paper, fabric)</li> </ul>	<p><b>General Skills:</b></p> <ul style="list-style-type: none"> <li>• transfers acquired eye hand coordination skills from work to leisure activities (cuts fabric using a pattern, crochets, embroiders, mechanical jobs)</li> </ul> <p><b>Crayons/Scissors</b></p> <ul style="list-style-type: none"> <li>• copies three dimensional shapes (cube)</li> </ul>

<b>MOTOR SKILLS</b> 4.3 Physical Activities	<b>A</b>	<b>B</b>	<b>C</b>
	<b>Participation</b>	<b>Participation</b>	<b>Participation</b>
	<b>Manipulation</b> <ul style="list-style-type: none"> <li>• throws a ball (20cm diameter) using two hands and global body movement</li> <li>• rolls a ball a short distance (using two hands)</li> <li>• kicks a standing ball</li> </ul>	<b>Manipulation</b> <ul style="list-style-type: none"> <li>• throws a ball using two hands</li> <li>• catches a ball with two hands</li> <li>• throws an object towards a target</li> <li>• bounces and catches a ball using two hands</li> <li>• kicks a moving ball</li> </ul>	<b>Manipulation</b> <ul style="list-style-type: none"> <li>• throws and catches various medium size objects (Frisbee, ball)</li> <li>• throws and aims an object in the direction of a partner or large target</li> <li>• dribbles consecutively using two hands</li> <li>• begins to use various sporting instruments to strike an object (hockey stick and ball)</li> <li>• kicks a ball towards a partner or target</li> </ul>
	<b>Co-ordination</b> <ul style="list-style-type: none"> <li>• jumps in place with two feet, height (one step) or a short distance</li> </ul>	<b>Co-ordination</b> <ul style="list-style-type: none"> <li>• jumps with two feet forward and backward</li> <li>• jumps and lands with two feet from a small bench</li> </ul>	<b>Co-ordination</b> <ul style="list-style-type: none"> <li>• jumps with two feet sideways</li> <li>• gallops a short distance (moves by jumping using one dominant foot and the other following)</li> <li>• transfers weight from one side of the body to the other (rolls on mat, somersaults)</li> <li>• jumps from various heights (60cm minimum)</li> <li>• jumps over a skipping rope</li> </ul>
<b>Physical Conditioning</b> <ul style="list-style-type: none"> <li>• collaborates during physical education classes and calming period</li> <li>• demonstrates good muscle tone for sitting and standing (sits on floor or chaise unassisted) and shifts positions (goes from sitting to standing)</li> </ul>	<b>Physical Conditioning</b> <ul style="list-style-type: none"> <li>• participates in short distance cardio activity with frequent stops (short distance runs, walks back and forth delivering messages)</li> <li>• ends physical education classes with a cool down or calming period</li> </ul>	<b>Physical Conditioning</b> <ul style="list-style-type: none"> <li>• participates in low level cardiovascular activities with occasional stops (walks to nearby park)</li> <li>• ends a physical activity with a cool down</li> <li>• demonstrates good muscle tone</li> <li>• maintains an anti gravity position (wheelbarrow)</li> </ul>	
<b>Locomotion</b> <ul style="list-style-type: none"> <li>• see gross motor activities</li> </ul>	<b>Locomotion</b> <ul style="list-style-type: none"> <li>• see gross motor activities</li> </ul>	<b>Locomotion</b> <ul style="list-style-type: none"> <li>• see gross motor activities</li> </ul>	

D	E	F
Participation	Participation	Participation
<p><b>Manipulation</b></p> <ul style="list-style-type: none"> <li>• throws and catches a ball with two hands</li> <li>• aims and hits targets of various sizes</li> <li>• dribbles consecutively with dominant hand</li> <li>• kicks a ball while moving toward a partner or target</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• jumps in a patterned fashion (jumps from one foot to two as in hopscotch)</li> <li>• skips while moving: skips forward while alternating feet</li> <li>• coordinates upper and lower body parts (jumps and claps simultaneously, imitates animal walks)</li> <li>• transfers weight while using a piece of equipment (crawls on a bench)</li> <li>• jumps rope turned by an adult</li> </ul> <p><b>Physical Conditioning</b></p> <ul style="list-style-type: none"> <li>• participates in cardiovascular warm-ups (2-5 min.)</li> <li>• executes a simple cool down at the end of a sustained physical activity (stretches various muscles, regains controlled breathing)</li> <li>• executes simple weight bearing exercises (sit ups)</li> </ul> <p><b>Locomotion</b> See gross motor activities</p>	<p><b>Manipulation</b></p> <ul style="list-style-type: none"> <li>• throws and catches a ball with one hand</li> <li>• throws and catches a ball while moving</li> <li>• dribbles while moving in various directions and speeds</li> <li>• strikes a ball using a piece of sports equipment towards a target (baseball, badminton)</li> <li>• kicks, passes and stops a ball while moving</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• jumps in place while changing hand and foot positions (jumping jacks)</li> <li>• jumps rope independently</li> <li>• combines several body movements in a sequence (gymnastics: jumps, somersaults, etc. long jump: runs, jumps, lands)</li> </ul> <p><b>Physical Conditioning</b></p> <ul style="list-style-type: none"> <li>• sustains 5-10 minutes of cardiovascular activity (jump rope, cycling, soccer)</li> <li>• initiates own cool down after a sustained physical activity (stretches, controlled breathing)</li> <li>• executes specific weight bearing exercises (push ups)</li> </ul> <p><b>Locomotion</b> See gross motor activities</p>	<p><b>Manipulation</b></p> <ul style="list-style-type: none"> <li>• throws, passes and catches an object during sporting activities (football, soccer, volleyball)</li> <li>• throws an object towards a target with precision and force</li> <li>• strikes object using a piece of sports equipment with forehand or backhand (badminton, tennis)</li> <li>• dribbles in sport specific activities (soccer, basketball)</li> <li>• kicks accurately to various distances (soccer, football)</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• executes coordinated muscle movements in isolation or in sequence with rhythm (gymnastic program, karate, aerobics)</li> </ul> <p><b>Physical Conditioning</b></p> <ul style="list-style-type: none"> <li>• sustains 10-15 minutes of cardiovascular activity (dance aerobics, swimming, jogging, cross country skiing)</li> <li>• attempts various stretching techniques (yoga, tai-chi)</li> <li>• executes warm-ups related to a specific sport</li> <li>• executes specific weight bearing exercises (weight lifting, Nautilus)</li> </ul> <p><b>Locomotion</b> See gross motor activities</p>

MOTOR SKILLS	4.4 Locomotion	A	B	C	
		Locomotion	Locomotion	Locomotion	
		<ul style="list-style-type: none"> <li>• stands unassisted</li> <li>• walks a short distance without falling using a walking aid</li> <li>• walking pattern may be immature (walks with wide foot base, does not alternate arms and feet)</li> <li>• climbs stairs without alternating feet and uses hand rail</li> </ul> <p>N.B. May require the use of mechanical device for movement (walker, manual wheelchair, mechanical wheelchair)</p>	<ul style="list-style-type: none"> <li>• stands momentarily on one foot</li> <li>• walks on flat terrain</li> <li>• walks backwards: straddles objects</li> <li>• runs, stops, restarts easily</li> <li>• immature running start</li> <li>• climbs stairs alternating feet using handrail</li> </ul>	<ul style="list-style-type: none"> <li>• stands for a few seconds on one foot (puts leg into pants while standing)</li> <li>• walks with assistance on uneven terrain (snow, sand, grass)</li> <li>• walks following various formations (straight or curved lines, zigzags)</li> <li>• runs alternating arm and foot (normal running pattern)</li> <li>• runs quickly, changes directions, stops on signal</li> <li>• climbs stairs alternating feet and without the use of a handrail</li> <li>• moves in various ways (runs, walks, skips, crawls)</li> </ul>	



D	E	F
<p style="text-align: center;"><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• moves in various ways (runs, skips, crawls) on a piece of equipment (ladder, incline plane, hopscotch, floor beam)</li> <li>• good endurance walking (walks to nearby park, goes shopping, walks through museums)</li> <li>• balances on the spot (stands on one foot) or while moving (walk on a straight line)</li> <li>• begins sports requiring balance (skating, ballet, gymnastics)</li> </ul>	<p style="text-align: center;"><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• demonstrates running endurance</li> <li>• integrates running into sports such as soccer, baseball</li> <li>• demonstrates balanced movement on a narrow piece of equipment (balance beam)</li> <li>• changes directionality and speed using sporting equipment (on skates, on skis)</li> <li>• uses defensive manoeuvres (moves away, sideways) during a simple game with or without an object</li> <li>• uses offensive manoeuvres during an organized game</li> </ul>	<p style="text-align: center;"><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• practices sports requiring complex movements during leisure time (jogs, cross country runs or skis, roller blades, downhill skis)</li> </ul>

**MOTOR SKILLS****4.5 Co-ordination/ Strength**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Motor Skills</b>	<b>Motor Skills</b>	<b>Motor Skills</b>
<ul style="list-style-type: none"><li>• pedals a tricycle with assistance</li><li>• gathers various types of objects with one or two hands (balls, bean bags, balloons, toys)</li><li>• stays in a sitting position for several minutes (with or without support)</li><li>• can assume different positions (kneels, crouches, sits cross legged, may require help to get up from these positions)</li><li>• demonstrates changes in positions (sits up from a prone position, stands up from a seated position)</li><li>• pushes a cart or carriage</li><li>• explores play equipment with assistance (climbs and slides)</li><li>• cycles (requires help with steering)</li></ul>	<ul style="list-style-type: none"><li>• carries objects (basket, lunch pail) while walking and places them on waist level shelves</li><li>• demonstrates sufficient muscle tone for simple functional activities:<ul style="list-style-type: none"><li>• erases blackboards</li><li>• washes the table</li><li>• places a chair at a table</li><li>• empties the garbage</li></ul></li><li>• is comfortable with some of the play equipment (climbs a ladder, slides, crawls through a tunnel)</li><li>• pedals and steers a tricycle independently</li></ul>	<ul style="list-style-type: none"><li>• executes functional activities requiring some strength:<ul style="list-style-type: none"><li>• carries a jug of juice</li><li>• opens a push door</li><li>• opens a refrigerator/car door</li></ul></li><li>• rakes, sweeps, shovels</li><li>• balances on a swing</li><li>• begins to use a piece of sporting equipment to strike an object (hockey stick and ball)</li><li>• is comfortable with most play equipment (climbs, crawls, jumps)</li><li>• pedals a bicycle with training wheels</li></ul>

D	E	F
Motor Skills	Motor Skills	Motor Skills
<ul style="list-style-type: none"> <li>• executes functional activities requiring strength and coordination:               <ul style="list-style-type: none"> <li>• pulls a sled or pushes a wheelbarrow following a trail</li> <li>• takes a bag of groceries out of a car and carries it to the kitchen</li> <li>• vacuums</li> </ul> </li> <li>• masters the basic skills on the play equipment (slides down the "fire pole", walks on a balance beam, hangs from the ropes)</li> <li>• pedals and steers a bicycle</li> <li>• cross country skis on flat terrain</li> </ul>	<ul style="list-style-type: none"> <li>• executes functional activities requiring strength and endurance:               <ul style="list-style-type: none"> <li>• carries chairs</li> <li>• carries wood for fireplace</li> <li>• moves furniture</li> <li>• delivers pamphlets to mail boxes</li> </ul> </li> <li>• controls strength and movements in functional activities:               <ul style="list-style-type: none"> <li>• lifts a plate from the oven</li> <li>• carries a pot and serves food</li> <li>• mows the lawn</li> </ul> </li> <li>• demonstrates agility and complex movements on play equipment( walks backwards on a balance beam)</li> <li>• strikes an object using a piece of sporting equipment towards a target (basketball)</li> <li>• goes for bicycle rides</li> <li>• practices sports like badminton, skiing, swimming</li> </ul>	<ul style="list-style-type: none"> <li>• works out (swims, dances, jogs)</li> <li>• rides a mountain bike</li> <li>• downhill skis, rollerblades, plays tennis, etc.</li> <li>• does housework</li> <li>• does yard work</li> </ul>