

Supported Independence Curriculum Observational Assessment

Student: _____ Birth date: _____

Instructions:

For each activity the student is working on, mark student's performance using the key indicating how he/she performs 80% of the time. Do not mark activities that the student does not do.

Explanation of Scoring Key:

K E Y	<ol style="list-style-type: none"> 1. <u>Passive Cooperation:</u> Student does not initiate activity, but is alert to activity and accepts activity without resistance. 2. <u>Physical Assistance:</u> Examiner provides supported guidance throughout activity (e.g. "hand over hand"). 3. <u>Physical Prompts:</u> Examiner provides physical touch to help student start or continue activity. 4. <u>Verbal/gestural/visual prompts:</u> Examiner provides prompt(s) to cue the student to start or continue on the activity. (If the student has started the task, but makes an error, examiner cueing is considered a "correction" and not a prompt. Correction should not be part of an assessment). 5. <u>Independently:</u> <ol style="list-style-type: none"> a. Independently with accommodations: Accommodations may include adaptive devices or other supports. b. Independently with supervision: Supervision generally means providing observation for safety or behavior concerns. c. Independently w/out supports: No supports are given.
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- * Place an asterisk in scoring box to refer the user to the Progress Notes Page where a specific progress note is recorded for a particular skill/objective.
 (TA) Refers to a separate Task Analysis that is available. See Task Analysis Appendix.

Interpretation:

Growth is shown in two ways:

1. The number of activities the individual is able to accomplish in any particular Performance Expectation Area.
2. The increase towards independence shown by the assistance level needed for each specific activity.

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Supported Independence Curriculum PE 1: Personal Care, Health and Fitness

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																				
			Age:																			
I. IMPROVES PERSONAL CARE SKILLS																						
A. Increases Eating/Drinking Skills.																						
A1 – Eating/drinking.																						
Holds own cup while drinking.																						
Gums/mouths/chews and swallows food of various textures.																						
Picks/holds/scoops food with utensils.																						
Brings utensils to mouth and removes food.																						
Discriminates finger foods or selects appropriate utensil.																						
Eats/drinks with minimal spillage.																						
Uses knife appropriately for spreading and cutting food.																						
Eats at an acceptable rate.																						
Prepares/Carries/Returns cafeteria tray or lunch box.																						
Opens containers and removes and unwraps food items.																						
A2 - Manners.																						
Remains seated during meal.																						
Eats own food only.																						
Uses napkin correctly.																						
Chews food with mouth closed.																						
Exhibits appropriate social behavior during meals/snacks.																						
B. Increases Toileting Skills.																						
Eliminates/urinates into potty/toilet.																						
Stays dry and indicates need for toileting.																						
Washes and dries hands after using the toilet.																						
Identifies appropriate restroom and checks occupancy before entering.																						
Uses bathroom fixtures appropriately.																						
Completes bathroom routine in a reasonable amount of time.																						

* See Progress Notes Page

Supported Independence Curriculum PE 1: Personal Care, Health and Fitness

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:													
		Age:													
	Cleans body parts upon completion of toileting.														
	C. Increases Washing/Showering/Bathing Skills.														
	Washes and dries hands/face.														
	Manipulates bathroom fixtures and adjusts water temperature.														
	Completes entire shower/bath routine.														
	Showers/bathes daily, or when necessary.														
	D. Increases Dressing/Undressing Skills.														
	D1 – Clothing														
	Cooperates/assists in dressing/undressing routine.														
	Removes clothes that are already unfastened.														
	Puts on/adjusts/takes off clothing.														
	Puts shoes on correct feet.														
	Chooses complete clean matching outfit appropriate for activity/situation/weather.														
	Dresses/undresses in appropriate area, and at an acceptable rate.														
	D2 – Fasteners														
	Unfastens fasteners.														
	Fastens fasteners.														
	Unties/Ties shoelaces.														
	F. Increases Nasal Hygiene Skills.														
	Cooperates/assists in blowing nose routine.														
	Covers nose/mouth when sneezing/coughing.														
	Obtains tissue when needed and keeps nose clean/clear (refrains from picking nose).														

* See Progress Notes Page

Supported Independence Curriculum PE 1: Personal Care, Health and Fitness

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																			
			Age:																		
	Disposes of soiled tissue appropriately.																				
	G. Increases Hair Grooming Skills.																				
	Cooperates/assists in combing/brushing/styling/cutting hair routines.																				
	Combs/brushes hair carefully.																				
	Washes/dries own hair.																				
	Wears appropriate hair style/cut for job/situation.																				
	H. Increases Nail Care Skills.																				
	Eliminates nail biting/keeps fingers out of mouth.																				
	Cooperates/assists/maintains nails as necessary.																				
	Uses fingernail brush/clips and files nails.																				
	Polishes/Removes nail polish as necessary.																				
	I. Increases Personal Hygiene Skills.																				
	I1 – General Grooming.																				
	Grooms self as part of daily routine.																				
	Checks appearance in mirror and grooms as needed.																				
	Uses personal hygiene products appropriately and safely.																				
	I2 - Shaving.																				
	Cooperates/assists in shaving routine.																				
	Demonstrates shaving skills (electric razor, hand razor).																				

* See Progress Notes Page

Supported Independence Curriculum PE 1: Personal Care, Health and Fitness

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																		
			Age:																	
<i>I3 - Menstrual Hygiene.</i>																				
Communicates needs related to menstrual hygiene appropriately.																				
Obtains supplies and wears sanitary items.																				
Changes/disposes of sanitary items.																				
II. IMPROVES KNOWLEDGE AND SKILLS RELATED TO HEALTH																				
A. Increases Personal Health Care Skills.																				
Cooperates/or demonstrates independence in health procedures.																				
Identifies various health practices/procedures.																				
Demonstrates basic first aid skills (minor wound and burn care.																				
Demonstrates knowledge of community helpers in health care.																				
Recognizes need for regular health exams.																				
B. Increases Nutrition Knowledge and Skills.																				
Identifies/classifies food groups.																				
Identifies healthy food choices.																				
Demonstrates knowledge of nutritional content of foods.																				
Identifies/selects appropriate size food portions.																				
Demonstrates knowledge of adequate hydration.																				
III. IMPROVES PHYSICAL FITNESS.																				
A. Increases Walking Skills.																				
Walks on various surfaces.																				
Walks up/down an incline.																				
Maneuvers obstacles while walking.																				

* See Progress Notes Page

Supported Independence Curriculum PE 1: Personal Care, Health and Fitness

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
B. Increases Stairs/Climbing Skills.														
Climbs onto/off seat of car or bus.														
Steps up and down curbs/steps.														
Walks up/down stairs carrying object.														
Climbs up/down a ladder safely.														
C. Increases Participation in Physical Education Activities.														
Participates in physical education activities and games.														
Demonstrates ball handling skills (throw, roll, catch, strike, kick).														
Demonstrates basic movements (jump, hop, gallop, skip, slide).														
Demonstrates tumbling/balancing skills.														
D. Increases Physical Fitness.														
Participates in warm-up/stretching activities.														
Participates in physical exercise regularly.														
Uses various exercise equipment.														
Exercises on his/her own initiative.														
Monitors heart rate during physical fitness.														
Maintains a fitness journal and records exercises completed.														
E. Increases Swimming Skills.														
Prepares for swimming														
Demonstrates water safety rules.														
Uses flotation devices.														
Completes Swimming Skills for Level 1: Water Exploration ① (See curriculum guide for PE 1, III, Page 18, for more information on specific skills).														
Completes Swimming Skills for Level 2: Primary Skills. ① see note above														

* See Progress Notes Page

Supported Independence Curriculum PE 2: Domestic Activities

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																	
			Age:																
I. IMPROVES DOMESTIC CLEANING SKILLS.																			
A. Increases Kitchen Clean Up Skills.																			
Clears table.																			
Cleans kitchen surfaces.																			
Disposes of table scraps.																			
B. Increases Dishwashing Skills.																			
Prepares for dishwashing.																			
Demonstrates hand dishwashing routine.																			
Uses dishwasher.																			
C. Increases House Cleaning Skills.																			
Identifies areas of house needing to be cleaned.																			
Straightens and cleans an area as needed.																			
Follows bed making routine.																			
Uses cleaning materials appropriately.																			
Cleans entire bathroom area.																			
Cleans floors.																			
Empties garbage and replaces bag or washes out can as necessary.																			
Cleans kitchen appliances.																			
Cleans cupboards effectively.																			
Waters/feeds plants routinely.																			
Participates in pet care.																			
Develops a housekeeping routine (using calendar/time concepts).																			
Identifies need to replenish supplies.																			

Supported Independence Curriculum PE 2: Domestic Activities

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
D. Increases Car Cleaning Skills.													
	Cleans vehicle exterior.												
	Cleans vehicle interior.												
II. IMPROVES KITCHEN SKILLS.													
A. Increases Kitchen Appliance & Utensil Skills.													
	Identifies/names kitchen utensils.												
	Demonstrates safe, appropriate use of small electrical appliances.												
	Measures dry/liquid ingredients accurately.												
	Demonstrates safe, appropriate use of microwave oven.												
	Demonstrates safe/appropriate oven/stove top usage.												
	Uses safety utensils while cooking.												
	Demonstrates safe/appropriate utensil usage for various cooking processes.												
B. Increases Food Preparation Skills.													
	Identifies/names and gathers food preparation items.												
	Opens food containers.												
	Demonstrates well balanced menu planning.												
	Generates appropriate grocery lists.												
	Demonstrates basic hygiene during meal preparation and meals.												
	Prepares simple foods.												
	Reads and/or follows a recipe in correct sequence.												
	Demonstrates use of timer for cooking activities.												
	Sets ____ place setting(s) at table.												
	Serves appropriate size food portions.												
	Carries out entire food preparation routine.												

* See Progress Notes Page

Supported Independence Curriculum PE 2: Domestic Activities

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																	
			Age:																
C. Increases Food Care Skills.																			
Washes fruits and vegetables.																			
Stores leftover foods in appropriate containers or food wrap.																			
Replaces food items in proper storage location.																			
Identifies spoiled/fresh foods or beverages.																			
Puts routinely purchased groceries away in the proper locations.																			
III. IMPROVES LAUNDRY SKILLS.																			
A. Increases Laundry Skills. (TA – for community laundry skills)																			
Discriminates clean vs. dirty clothes.																			
Sorts clothing by (color, fabric, label instructions, hand washables).																			
Prepares clothing for laundry.																			
Identifies and knows use of various laundry products.																			
Operates washing machine.																			
Operates dryer.																			
Cleans dryer lint traps.																			
Demonstrates safe and appropriate use of iron.																			
Sews buttons.																			
Repairs, rips/tears in clothing.																			
Carries out entire laundry routine.																			
B. Increases Skills for Laundry Storage.																			
Matches socks.																			
Folds various laundry items.																			
Stores folded laundry items neatly in drawers.																			
Hangs various clothing items on hangers.																			
Carries out complete laundry storage routine.																			

* See Progress Notes Page

Supported Independence Curriculum PE 2: Domestic Activities

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																		
		Age:																		
IV. IMPROVES YARD AND HOME MAINTENANCE SKILLS.																				
A. Increases Yard Maintenance Skills.																				
Picks up litter/sticks.																				
Rakes/bags leaves.																				
Shovels snow from porch/walk.																				
Sweeps porch/walk.																				
Plants/weeds/waters garden.																				
Uses yard care and garden tools safely and appropriately.																				
Wears appropriate safety apparel during yard maintenance tasks.																				
Carries out entire yard maintenance routine.																				
B. Increases Home Maintenance Skills.																				
Identifies/knows function of common tools for repairing items.																				
Recognizes when household items are unsafe/need repair.																				
Selects/uses proper tools for job.																				
Changes light bulb as needed.																				
Repairs broken item using glue/tape.																				
Wears appropriate safety apparel as appropriate for home maintenance tasks.																				

* See Progress Notes Page

Supported Independence Curriculum PE 3: Personal Work (Vocational)

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
I. IMPROVES WORK HABITS AND BEHAVIORS.														
A. Increases Work Related Communication and Interpersonal Relationship Skills.														
Asks for/Offers/Recognizes when assistance is needed.														
Initiates/Responds to interactions in the work environment.														
Demonstrates appropriate communication skills on work assignments.														
Socializes appropriately within the work environment.														
Utilizes conflict resolution/anger management techniques in work situations.														
Advocates for self in work environment.														
B. Increases Attention Span.														
Stays and sits quietly in assigned seat/area.														
Attends to/Remains on task.														
Selects and maintains appropriate activity during unstructured periods.														
C. Increases Task Completion Skills.														
Volunteers to perform simple tasks.														
Completes assigned tasks.														
Initiates and completes assigned tasks.														
Indicates when task is completed.														
D. Increases Work Habits.														
Demonstrates positive attitude.														
Accepts criticism/implements suggestions from supervisor.														
Identifies and corrects own mistakes.														
Works on an individual task in presence of others.														
Works cooperatively with others.														
Accepts and follows work related directions.														

* See Progress Notes Page

Supported Independence Curriculum PE 3: Personal Work (Vocational)

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
Demonstrates socially acceptable behaviors for work environment.														
II. IMPROVES WORK SKILLS REQUIRED FOR WORK ASSIGNMENTS.														
A. Increases Productivity Skills.														
Sorts objects.														
Performs repetitious tasks.														
Performs assembly and disassembly tasks.														
Performs packaging tasks.														
Performs clerical/mailling tasks.														
Performs recycle tasks.														
Performs custodial tasks.														
Works on an assembly line.														
Fulfills personal work responsibility as a member of an enclave.														
B. Increases Endurance.														
Demonstrates acceptable <u>quality</u> of performance.														
Demonstrates acceptable stamina and endurance.														
Maintains acceptable level of performance for _____ minutes.														
C. Completes Steps of Work Assignments.														
Locates and prepares own work station.														
Replenishes work materials as necessary.														
Cleans up work station.														
Identifies/Demonstrates safety procedures for work assignment.														

* See Progress Notes Page

Supported Independence Curriculum PE 3: Personal Work (Vocational)

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
D. Demonstrates Responsibility during Work Assignment.														
Dresses in appropriate uniform/clothing/safety attire for personal work assignment.														
Displays acceptable personal hygiene and grooming skills for work.														
Demonstrates punctuality.														
Plans for personal needs related to work.														
Demonstrates responsibility for transportation to/from work.														
Demonstrates appropriate use of break time.														
Notifies appropriate person when absent/late.														
Receives a positive evaluation from job supervisors.														
III. IMPROVES AWARENESS OF WORK AND CAREER OPTIONS.														
A. Increases General Career Awareness.														
Identifies situations that are work vs. play/leisure.														
Identifies work options within the classroom, school building and community.														
Indicates activities associated with a variety of jobs.														
B. Increases Personal Career Awareness.														
Experiences work in a variety of job settings.														
Completes job interest survey.														
Identifies job preferences.														
Makes realistic career choices.														
IV. IMPROVES JOB PROCUREMENT SKILLS.														
A. Increases Job Search Skills.														
Identifies ways to search and participates in searching for job openings.														
Identifies specific job opportunities.														

* See Progress Notes Page

Supported Independence Curriculum PE 4: Community

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																	
			Age:																
I. IMPROVES COMMUNITY SKILLS																			
A. Increases General Community Skills.																			
Locates designated areas/rooms within a community building.																			
Stays with group when traveling.																			
Indicates what to do if lost.																			
Demonstrates functional usage of signs in the community.																			
B. Increases Pedestrian Safety Skills. (TA)																			
(TA) Refers to a separate Task Analysis that is available. See Task Analysis Appendix																			
Walks safely beside the road.																			
Crosses intersections watching for any oncoming cars turning.																			
C. Increases Transportation Safety Skills.																			
Demonstrates rider safety in vehicles.																			
Safely maneuvers in parking lot, and enters/exits vehicle.																			
D. Increases Community Communication Skills.																			
Identifies appropriate/inappropriate people to interact with in the community.																			
Responds appropriately to interactions in the community.																			
Maintains appropriate level of eye contact, volume and tone of voice in community.																			
II. IMPROVES COMMUNITY TRANSACTIONS.																			
A. Increases Common Service Transaction Skills. (TA)																			
Demonstrates knowledge of common community services.																			
Follows procedures for completing a common service transaction																			

* See Progress Notes Page

Supported Independence Curriculum PE 4: Community

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:													
	Age:														
B. Increases Shopping Skills. (TA)															
Follows procedures for completing a shopping experience.															
C. Increases Skills for Eating Out in the Community. (TA)															
Follows procedures for eating out.															
D. Increases Community Leisure/Recreation Skills. (TA)															
Identifies community leisure and recreational options.															
Makes leisure/recreation choices.															
Follows procedures necessary for specified leisure/recreation activity.															
E. Increases Public Transportation Skills. (TA)															
Chooses desired transportation means for specific destinations.															
Follows procedures necessary for desired public transportation option.															

* See Progress Notes Page

Supported Independence Curriculum PE 5: Group Situations (Social)

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
I. IMPROVES GROUP LEISURE RECREATION SKILLS.														
A. Increases Participation Skills in Structured Group Games/Activities/Team Sports.														
Participates in group games/activities.														
Plays actively/cooperatively with game members and follows rules.														
Participates in team sports and exhibits good sportsmanship.														
Plays table games appropriately.														
B. Increases Participation Skills in Unstructured Individual Activities in Group Contexts.														
Engages in individual activities in group contexts.														
Shares objects/toys.														
Uses outdoor equipment appropriately and safely.														
II. IMPROVES SOCIAL COMMUNICATION/INTERPERSONAL RELATIONSHIP SKILLS.														
A. Increases Social/Functional Language.														
Greet and responds to greetings.														
Uses social phrases at appropriate times.														
Introduces self, family, or friends.														
Expresses/accepts compliments appropriately.														
B. Increases Conversational Skills/Expressive Language Skills.														
Maintains eye contact.														
Engages in simple conversation using appropriate rate and volume.														
Allows give and take in conversation.														
Initiates conversation.														

* See Progress Notes Page

Supported Independence Curriculum PE 5: Group Situations (Social)

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
Stays on topic.													
Maintains appropriate distance and volume when speaking to others.													
Asks and responds to question forms (who, what, where, when, why, how).													
Overcomes communication breakdowns.													
Makes acceptable presentation to group.													
Participates in group discussion.													
C. Increases Ability to Self-Advocate in Group Situations.													
Chooses what he/she would like to do in group situations.													
Asks question of support person/group member, if needed.													
Advocates for self during group situations.													
D. Increases Self Control.													
Responds to positive reinforcement and classroom management.													
Delays need for immediate gratification.													
Maintains appropriate behavior without a specific reward system.													
Deals appropriately with inappropriate behavior of peers.													
Demonstrates appropriate behaviors in various group settings.													
E. Increases Telephone Skills.													
Uses telephone correctly.													
Relays phone message accurately.													
Uses a telephone directory.													
Writes name/number from dictation.													

* See Progress Notes Page

Supported Independence Curriculum PE 6: Unexpected Events/Potentially Harmful Situations

K E Y	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:												
			Age:											
I. IMPROVES AFFECTIVE BEHAVIOR.														
A. Increases Awareness of Emotional and Social Boundaries.														
Identifies/demonstrates facial expressions or body language for emotions.														
Gives/receives affection appropriately.														
Respects rights and privacy of others.														
Utilizes anger management techniques.														
B. Increases Ability to Confront Potentially Harmful Interactions with People.														
Identifies/defines relationship levels and appropriate responses for each type.														
Demonstrates touching behaviors appropriate for public.														
Demonstrates how to handle inappropriate hugging/touching.														
Handles peer pressure appropriately.														
Utilizes conflict resolution techniques.														
II. IMPROVES RESPONSES TO UNEXPECTED EVENTS.														
A. Increases Ability to Cope with Disruptions of Routines.														
Identifies strategies for coping with disruptions of routines.														
Demonstrates strategies for coping with disruptions of routines.														
B. Increases Ability to Respond Effectively to Emergency Situations/Simulations.														
Identifies dangerous situations and appropriate responses.														
Dials emergency phone number(s) and identifies appropriate reasons.														
Practices/responds to simulated illness/injury/emergency events.														

Supported Independence Curriculum PE 7: Time Management

KEY	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:																		
	Age:																			
I. IMPROVES TIME MANAGEMENT WHILE WAITING																				
A. <i>Increases Waiting Skills.</i>																				
Waits up to ___ minutes by engaging in an appropriate activity.																				
Demonstrates self control while waiting.																				
B. <i>Increases Appropriate Use of Waiting Time.</i>																				
Anticipates/prepares for possible periods of waiting.																				
II. IMPROVES TIME MANAGEMENT DURING NATURAL OR SCHEDULED BREAKS (LEISURE TIME).																				
A. <i>Increases Planning Skills for Leisure Time.</i>																				
Identifies leisure activities/options.																				
Obtains necessary information to plan leisure activity.																				
B. <i>Increases Appropriate Use of Leisure Time.</i>																				
Selects leisure activity.																				
Engages in leisure activities.																				
Persists with leisure activity appropriately.																				
Takes care of leisure time materials.																				

* See Progress Notes Page

Supported Independence Curriculum PE 8: Self-Determination

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
I. IMPROVES GOAL SETTING AND PLANNING FOR PERSONAL DESIRES.													
A. <i>Identifies Personal Goals or Interests.</i>													
Identifies tasks, activities that he/she can do well.													
Identifies personal goal(s) for self.													
Identifies own limitations.													
Demonstrates decision-making skills and their effect on others.													
B. <i>Plans for Personal Goals or Interests.</i>													
Plans for a personal goal including, who, when, where, how and what may be needed to complete the goal.													
Identifies support person and how to access person.													
Identifies what is being done to achieve personal goals.													
Participates in IEPC process.													
C. <i>Identifies Goals and Plans For Interpersonal Relationships.</i>													
Makes a choice with whom he/she would like to interact.													
Identifies ways to develop and maintain friendships.													
Identifies ways to initiate/terminate interactions appropriately.													
II. IMPROVES PURSUIT OF PERSONAL DESIRES.													
A. <i>Pursues Personal Desires.</i>													
Initiates interests/activities of own choosing.													
Keeps working toward the attainment of his/her goals over a period of time.													

Supported Independence Curriculum PE 8: Self-Determination

K E Y	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:									
		Age:									
B.	<i>Adjusts To Circumstances That Are Beyond His/Her Control While in the Pursuit of His/Her Interests.</i>										
	Communicates frustrations.										
	Expresses disagreements appropriately.										
	Generates possible solutions for uncomfortable situations.										
	Delays gratification or chooses an alternative behavior when necessary.										

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

KEY	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:													
	Age:														
I. DEVELOPS MATHEMATIC SKILLS.															
A. <i>Patterns, Relationships and Functions.</i>															
Identifies the "same" and "different".															
Replicates, identifies and extends patterns (object, pictorial and numerical patterns).															
B. <i>Increases Basic Math Skills.</i>															
B1 <i>Number Sense and Numeration (Pre-counting)</i>															
Demonstrates understanding of "just one".															
Demonstrates understanding of one-to-one correspondence.															
Divides objects into 2 equal groups.															
Recognizes/identifies quantitative concepts (more, less, many, few, etc.)															
B2 <i>Number Sense and Numeration (Counting)</i>															
Rote counts.															
Counts out requested number of objects.															
Uses the word <i>zero</i> accurately.															
Identifies a quantity (up to 6) without counting.															
Counts by multiples (e.g., 10's, 5's, 25's, 100's, etc.)															
B3 <i>Number Sense and Numeration (Recognition of Numerals)</i>															
Matches numerals.															
Identifies/reads numerals.															
Identifies/reads numerals in real life situations.															
Identifies/reads common fractions.															

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
B4 Number Sense and Numeration (Writing Numerals)													
Traces/copies numerals.													
Writes numerals.													
B5 Number Sense and Numeration (Ordering & Comparing Numbers).													
Understands <i>first, middle, last</i> .													
Understands ordinal numbers.													
Sequences numbers.													
Identifies numbers one more & one less than named number.													
Identifies larger number, given 2 numbers.													
Identifies missing numerals in an ordered set.													
Uses sequence of numbers to find specific numbers.													
B6 Numerical and Algebraic Operations													
Combines 2 sets of objects to obtain a total.													
Demonstrates addition/subtraction in real life situations.													
Solves addition problems without regrouping.													
Solves addition problems with regrouping.													
Solves subtraction problems without regrouping.													
Solves subtraction problems with regrouping.													
Performs operations using calculator.													
Balances checkbook.													
Calculates costs.													
Identifies/uses math operation vocabulary and symbols.													

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																		
		Age:																		
C. Increases Functional Math Skills, Geometry and Measurement.																				
C1 – Calendar.																				
Recognizes a calendar.																				
Names/identifies days of the week.																				
Names day related to today, tomorrow, yesterday.																				
Names/identifies months of year.																				
Names current year.																				
Uses calendar to find information.																				
Maintains an activity calendar.																				
C2 – Time.																				
Uses picture schedule.																				
Recognizes/identifies/uses time related words.																				
Identifies/names the parts of a day.																				
Sequences activities/events.																				
Tells general time of specified routines.																				
Tells time for analog/digital clocks/watches.																				
Sets clock to correct time/designated time.																				
Sets alarm/timer to ring for specified time.																				
Maintains daily schedule showing times of day.																				
C3 – Money.																				
Participates in token economies.																				
Matches/sorts coins and bills.																				
Counts out requested number of dollar bills/coins.																				
Recognizes coins/bills.																				
Recognizes value of coins/bills.																				
Reads prices.																				
Uses one dollar bill method to pay for purchases.																				

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
	Skip counts multiple coins/bills of the same denomination.												
	Pays for purchases with various assortments of 1, 5, and 10 dollar bills.												
	Uses money to pay for self service purchases.												
	Determines affordability of a single item.												
	Makes change.												
	Demonstrates concept of monetary value of check & treats as real money.												
	<i>C4 – Measurement.</i>												
	Identifies big/little, heavy/light, long/short, and more/less.												
	Identifies/demonstrates the function of various measuring tools.												
	Uses ruler/tape measure to measure items.												
	Reads thermometer/scale.												
	Knows own clothing/shoe size.												
	<i>C5 – Geometry Concepts.</i>												
	Places basic geometric shapes in a form board.												
	Matches and identifies shapes.												
	<i>C6 – Location and Spatial Relationships</i>												
	Identifies position of object in space using terms describing relative position.												
	Identifies position of self in space using terms describing relative position.												
	<i>C7 – Transformation and Symmetry</i>												
	Demonstrates knowledge of routes involved in moving around the school.												
	Understands/uses directions such as N, S, E, W; left, right, forward and back.												

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																			
			Age:																		
<i>D – Increases Data and Probability Skills</i>																					
Reads/interprets pictographs.																					
Solves problems using pictographs.																					
II. DEVELOPS LANGUAGE ARTS SKILLS																					
A. Increases Listening/Communication Skills.																					
A1 – Listens Actively.																					
Shows awareness of speaker.																					
Attends to listening activity without interrupting.																					
Asks relevant questions and/or for clarification.																					
Responds to language cues. (tone of voice, gestures, facial expressions, etc.)																					
A2 – Follows Directions.																					
Follows directions.																					
Responds to requests.																					
Follows step-by-step directions.																					
Follows spatial directions.																					
Follows multi-step directions.																					
A3 – Demonstrates Appropriate Language Skills.																					
Shows respect for speaker’s point of view and feelings.																					
Communicates in ways that are appropriate to context.																					
Communicates in an appropriate manner when upset or under stress.																					
Refrains from using inappropriate language.																					
A4 – Increases Vocabulary & Uses Language Effectively.																					
Uses gestures/points to communicate with others.																					

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
Uses pictures to communicate with others.													
Uses a yes/no response.													
Imitates familiar sounds/words.													
Uses words and phrases to communicate with others.													
Identifies familiar items.													
Names items in category.													
Uses augmentative communication devices.													
Responds to routine questions.													
Answers simple questions.													
Understands and responds to "wh" questions.													
Answers questions using pronouns.													
Labels simple actions.													
Increases sentence length.													
Forms appropriate "wh" questions.													
Uses standard English Language.													
A5 – Interacts and Participates in a Variety of Communication* Situations. (* speech, augmentative communication, or sign language may be used)													
Participates in Circle time activities.													
Participates in peer/adult interactions.													
Participates in conversations (with class, small groups, peers, adults).													
Uses listening and language skills in familiar/unfamiliar environments.													
Uses listening and language skills with familiar/unfamiliar people.													
Engages in group discussion (small, large groups).													
B. Increases Reading/Functional Reading Skills.													
B1 - Visual Discrimination.													
Visually discriminates colors.													
Visually discriminates shapes.													

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
	Describes and compares objects/pictures by one or two attributes.												
	Visually discriminates and orders by size (big, bigger, biggest).												
	Identifies missing items/quantities/parts from a familiar set.												
	<i>B2- Reading (Early behaviors and strategies).</i>												
	Attends to story read by others.												
	Holds/looks at books appropriately.												
	Identifies/recognizes pictures in a book or magazine.												
	Uses concepts about print.												
	Recognizes own name in writing.												
	Matches/Recognizes/Reads letters.												
	Recognizes letter to sound/sound to letter.												
	Uses decoding strategies.												
	<i>B3 - Reading (Reader across Content Areas).</i>												
	Identifies objects associated with the content of a book.												
	Clarifies text (asks questions, retells stories).												
	Links prior knowledge to text.												
	Looks at/reads books for enjoyment.												
	Looks at /reads books for information.												
	Reads books (1-on-1, independently, with small group, with buddy, with class).												
	Knows/Explains meaning of frequently encountered content words paired with pictures/objects.												
	Applies information from content texts to other situations.												
	<i>B4 - Reading (Comprehension)</i>												
	Makes predictions about text prior, during and after reading.												
	Identifies text elements.												

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:										
		Age:										
	Sequences pictures/story events.											
	Retells story.											
	Expands reading vocabulary.											
	B5 - Reading (Text Structure)											
	Reads classroom charts/notes and obtains information.											
	Reads/listens to a variety of narrative text.											
	Obtains information from nonfiction text and biographies.											
	Reads pictures/word labels in environment; obtains information.											
	Identifies/describes/compares narrative text genre.											
	Identifies variety of informational/functional texts.											
	B6 - Reading (Functional Reading)											
	Matches/recognizes/reads survival words/icons.											
	Matches/recognizes/reads common signs (home, school community).											
	Matches/recognizes/reads written personal information (name, address, phone, birth date, etc.)											
	Matches/recognizes/reads color and number words.											
	Matches/recognizes/reads calendar words.											
	Matches/recognizes/reads menu words.											
	Matches/recognizes/reads grocery words.											
	Reads/comprehends simple phrases, notes, greetings, stories.											
	Reads and follows simple directions.											
	Identifies information from menus.											
	Identifies information from newspapers/reads newspapers.											
	Responds appropriately to critical vocabularies (e.g., warning signs, medicine labels, traffic signs, etc.).											
	Follows more complex directions in basic how-to-book and/or set of instructions.											
	Reads/follows work/activity schedule.											

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:													
		Age:													
Matches/recognizes/reads clothing labels.															
C. Increases Functional Writing and Spelling Skills															
C1 – Uses Writing Utensils/Prewriting															
Holds writing utensil.															
Secures paper while writing.															
Scribbles spontaneously.															
Imitates/draws simple lines or shapes.															
Colors within lines.															
Imitates lines and shapes with a left to right progression.															
Uses a template.															
C2 – Writing Skills															
Traces outlined letters of own name.															
Copies own name between lines from model.															
Writes own name when told letters.															
Writes own name from memory.															
Traces/copies/reproduces lower case manuscript letters.															
Traces/copies/reproduces upper case manuscript letters.															
Copies/writes personal information.															
Writes name in cursive for signature.															
Fills out forms correctly.															
C3 – Spelling Skills															
Spells name (1 st , last, middle).															
Spells words from word list.															
Checks spelling and finds misspellings of words.															

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
	Corrects spelling of words.													
	Looks up the spelling of words.													
	Copies correct spelling of words.													
	Spells words accurately in personal writings.													
	Spells words accurately on forms.													
	Uses/corrects grammar (dictation/writing a sentence).													
	C4 - Views Self as a Writer.													
	Uses stickers, stamps, etc. to convey an object/thought.													
	Composes a simple thank-you letter.													
	Requests help in writing a thought.													
	Copies/writes a note, message, greeting cards, etc.													
	Uses computer technology to express ideas.													
	Uses pix writer/other computer programs to convey a thought.													
	Contributes to a class writing project.													
	Exhibits enthusiasm about writing.													
	C5 – Writing Composition (Genre)													
	Writes a personal narrative (pictures, words, symbols, etc.)													
	Rhymes with given words.													
	Writes informational piece/for functional purposes using symbols, pictures and/or print.													
	C6 – Writing Process and Personal Style													
	Participates in pre-writing activities.													
	Writes personally meaningful words using semi-phonetic spelling to represent text.													
	Writes/scribes a sentence/complete sentence to express ideas.													
	Makes edits to personal writing.													

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

KEY	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:										
			Age:									
III. USES TECHNOLOGY AS A LEARNING TOOL IN LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES.												
A. Increases Computer Literacy Skills.												
A1 – Learns Pre-Requisite Skills for Responsible Computer Usage.												
Attends to computer game/activity.												
Uses computer only with clean and dry hands/hands stay out of mouth.												
Utilizes adaptive keyboard/devices to access computer												
Uses standard mouse/keyboard to operate computer equipment.												
Identifies components of a computer workstation.												
Identifies and demonstrates function of function/letter/number keys, space bar.												
Uses computer software as intended, refraining from perseverative behaviors.												
Works independently or cooperatively with peers to accomplish own or group task at the computer.												
Demonstrates personal safety when utilizing internet/chat rooms.												
A2 - Utilizes the Computer.												
Turns computer on/boots up computer.												
Inserts/removes disk/CD/DVD in/from drive.												
Types name with computer.												
Opens an application, using the operating system's Launcher.												
Sends e-mail messages.												
Copies/writes notes/messages/greeting cards using computer.												
Accesses and utilizes internet.												
Shuts down/turns computer off appropriately, with permission.												
B. Uses Electronic Toys/Games.												
Purposefully activates switches/buttons.												
Appropriately explores electronic toys which teach a concept.												

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
	Answers questions posed by electronic toys/games.												
	Independently uses electronic toys/games.												
	Plays electronic/video games with partner or group appropriately.												
	Plays electronic/video games in a video arcade appropriately.												
	C. Identifies/Uses Modern Technology.												
	Identifies familiar modern technology devices.												
	Demonstrates appropriate use of modern technology devices.												
	Identifies ways technology enables us to do things currently.												
	IV. DEVELOPS AN AWARENESS OF SCIENCE CONCEPTS IMPACTING HIS/HER WORLD.												
	A. Develops Awareness of Life Science Concepts.												
	A1- Animals												
	Identifies animals and their sounds.												
	Identifies characteristics of animals.												
	Identifies potential dangers of animals.												
	Matches an animal to its home.												
	Categorizes animals (farm, pets, etc.)												
	Identifies/sequences life cycle stages of animals.												
	A2 - Plants												
	Identifies plants.												
	Identifies parts of plants.												
	Categorizes plants.												
	Identifies poisonous/dangerous plants.												
	Identifies/sequences life cycle stages of plants.												

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:																		
			Age:																	
A3 - Living Organisms																				
Labels items as living and non-living things.																				
Identifies characteristics and needs of living vs. non-living things.																				
Identifies products that come from plants and animals.																				
Identifies characteristics that help living organisms survive.																				
Identifies/categorizes plants and animals found within natural ecosystems.																				
A4 - Humans																				
Identifies body parts.																				
Demonstrates ways body parts move.																				
Associates the 5 senses with the respective body part.																				
Identifies major body systems.																				
Sorts food into nutritional/non-nutritional foods.																				
Identifies effects of illness on body; avoids illness.																				
B. Develops Awareness of Physical Science Concepts.																				
B1 - Magnets																				
Identifies objects to which magnets stick.																				
Identifies how magnets attract or repel.																				
Demonstrates use of magnets.																				
B2 - Light																				
Identifies sources of light.																				
Identifies a shadow and source of the reflection.																				
Demonstrates use of objects that create light.																				

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:												
		Age:												
B3 - Sound														
Identifies sources of sound.														
Labels sounds as loud or soft.														
Identifies pitch (high, low).														
B4 - Electricity														
Identifies/demonstrates safety rules with electricity.														
Identifies items associated with electricity (outlet, cords, switches, etc.).														
Demonstrates replacement of batteries.														
B5 - Motion														
Explores/differentiates between speeds: fast and slow.														
Explores/differentiates between directions: up and down.														
Explores/differentiates between push and pull.														
Gives examples of the effect of gravity.														
Gives examples of the effects of friction.														
Identifies the forces that speed up and slow down motion.														
Identifies simple machines used to change effort.														
B6 - Matter														
Associates fire as hot and ice as cold.														
Identifies matter as solid, liquid or gas.														
Identifies melting and freezing/makes predictions for matter changing forms.														
Identifies/describes attributes/properties of common objects.														

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
			Age:										
C. Develops Awareness of Earth and Space Science													
C1 - Earth													
Differentiates between rocks, sand, and soil.													
Identifies sources of water and its uses.													
Labels/Identifies major features of the earth.													
Identifies geological events (earthquakes, volcanoes).													
Identifies sources of safe vs. unsafe drinking water.													
C2 - Weather													
Labels weather conditions.													
Identifies safety precautions during severe weather.													
Listens to /looks at TV/radio, newspaper, internet for weather.													
Uses weather tools to indicate status of current weather.													
Sequences the water/rain cycle.													
C3 - Seasons													
Identifies the weather of the various seasons.													
Identifies the activities associated with the various seasons.													
Identifies the changes in temperature, precipitation, number of hours of sunlight for the seasons.													
Identifies the effects of seasons on vegetation.													
C4 - Day/Night													
Identifies activities he/she does during the day and night.													
Identifies characteristics of day and night.													
Identifies differences between day and night.													

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 																			Educational Setting &/or School Year:		Age:
C5 - Solar System																						
Identifies/Labels earth, star, moon, sun, planets.																						
D. Constructs New Scientific Knowledge																						
Identifies and/or generates questions about the world based on observation.																						
Explores/reports problems/scientific investigations through observations.																						
Identifies, selects, and/or uses appropriate simple devices during scientific investigations.																						
Explains/constructs flow diagrams, sketches, charts or graphs used to summarize data.																						
E. Reflects On Scientific Knowledge																						
Distinguishes between true and false.																						
Distinguishes between fact and opinion.																						
V. DEVELOPS AN AWARENESS OF SOCIAL STUDIES CONCEPTS IMPACTING HIS/HER WORLD.																						
A. Develops Historical Perspective																						
Identifies pictures of self and members of family.																						
States his/her own age/birth date.																						
Identifies members of his/her family and their roles.																						
Shares personal or family events.																						
Sequences events of his/her life and/or significant historical events.																						
Identifies historical holidays and their significance.																						
Recounts events from simple biographies of women and men from the past.																						
Identifies character/virtues of individuals in history.																						
B. Develops Geographic Perspective																						
States his/her bus (school district).																						

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	<ol style="list-style-type: none"> 1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently <ol style="list-style-type: none"> a. Independently with accommodations b. Independently with supervision c. Independently w/out supports 	Educational Setting &/or School Year:											
		Age:											
Identifies personally significant geographic places.													
Identifies people and places in the community and their importance.													
Differentiates between the city (urban) and country (rural).													
Recognize that people in different places speak different languages.													
Identifies how homes, food, and other aspects of living may be different from place to place.													
Locates places on a map or globe.													
C. Develops Civic Perspective													
Participates in the Pledge of Allegiance routine.													
States that we live in the United States of America.													
Tells what the "Pledge of Allegiance" means to him/her.													
Identifies symbols of our country/state.													
Identifies the National Anthem.													
Sings patriotic songs (National Anthem, America, etc.).													
D. Develops Citizen Responsibility													
Understands and acts according to school rules.													
Identifies consequences for not obeying rules.													
Discusses current events.													
States one reason for participating in recycling.													
Works on projects designed to help others in their school or community.													
E. Develops Economic Perspective													
Matches products made by people of various professions.													
Matches services provided by service providers.													
Differentiates between needs and wants.													

* See Progress Notes Page

Supported Independence Curriculum PE 9: Academics

K E Y	1. Passive Cooperation 2. Physical Assistance 3. Physical Prompts 4. Verbal/gestural/visual prompts 5. Independently a. Independently with accommodations b. Independently with supervision c. Independently w/out supports	Educational Setting &/or School Year:											
			Age:										
	Identifies resources needed to produce selected goods and services.												
	Identifies ways to avoid wasting resources.												
	Identifies products traded between Michigan and other states.												
	F. Develops Inquiry Skills.												
	Identifies and locates information from a variety of sources.												
	G. Develops Public Discourse Skills.												
	Recognizes differing points of view.												
	Interacts appropriately with others who have a different point of view.												

* See Progress Notes Page

