



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guides

The Shelby County Schools, Department of Exceptional Children, **Elementary Functional and Adaptive Skills Curriculum Pacing Guides** are based upon various resources: Adaptive Living Skills Curriculum (ALSC) developed by Riverside Publishing, a subsidiary of Houghton Mifflin Harcourt; Brigance Inventory of Early Development; Handwriting without Tears Curriculum; Opening the World of Learning (OWL) Curriculum; Common Core State Standards; Functional Independence Skills Handbook – Assessment and Curriculum Manual, Pro-Ed; and the Newfoundland & Labrador Department of Education Functional Curriculum. This guide can help elementary students with moderate to severe disabilities gain the functional knowledge and skills necessary to go from school to productive work. This curriculum focuses on the academic and functional skills that are necessary for students with moderate to severe disabilities to live the most active, independent and productive lives possible.

This curriculum is not intended to completely separate students with moderate to severe disabilities from their same-aged peers that do not have disabilities. Every effort should be made to provide educational opportunities where all students are able to learn together. It is intended as a guide to plan for and teach each individual student. It should be used in conjunction with the student's Individualized Education Plan (IEP) and any other district level standards necessary for each student's achievement.

Procedures for Teachers

- ✓ Please verify that your classroom has the identified curricular and assessment materials for the class type that you teach. If you are missing any of the materials, please contact your Special Education Advisor immediately.
- ✓ Please review all of your students' current Individual Education Plans (IEPs) to identify their instructional objectives for the current year. This is a great time to find similar areas within the ALSC and FISH curriculums and match them to your students' IEPs.
- ✓ Complete pre-assessments on all students on your caseload using the identified assessments for your class type.
- ✓ Create classroom rules, utilizing the direction of your building administration.
- ✓ Teach school and classroom rules to students.
- ✓ To locate the Functional and Adaptive Skills Curriculum Pacing Guides, go to www.edugoodies.com/scs and select **SCS One Stop Shop → Adaptive and Functional Skills Pacing Guides**. Please use the guide designated for each nine weeks as well as the students' IEP goals and objectives to plan instruction during the specified reporting period.

Assessments and Curricular Materials by Class Types

This document is located at www.edugoodies.com/scs and select **SCS One Stop Shop → Assessments and Curricular Materials by Class Type**

Elementary Adaptive & Functional Skills Assessments & Curricular Materials

Functional Skills	Assessments	Curricular Materials
	Checklist of Adaptive Living Skills (CALS) <u>Brigance</u> – Brigance Inventory of Early Development (Yellow) – <i>Curriculum Associates</i> Assessment of Basic Language and Learning Skills (ABLSS) – <i>Behaviors Analysts, Inc.</i>	<u>ALSC</u> – Adaptive Living Skills Curriculum (ALSC) – (Community Living Skills, Home Living Skills); <u>Early Literacy Skills Builder</u> ; <u>TouchMath</u> ; <u>Visual Essentials</u> – <i>Mayer Johnson</i> ; <u>HWT</u> – Handwriting Without Tears; <u>FISH</u> – Functional Independent Skills Handbook (FISH) – Curriculum Manual; <u>CCSS</u> – Common Core State Standards;
Adaptive Functional Skills	Functional Independent Skills Handbook (FISH)	<u>OWL</u> – Opening the World of Learning Curriculum



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guides

Problem Solving

Problem solving is the ability to identify and solve problems by applying appropriate skills systematically, involving three basic functions: seeking information; generating new knowledge; and making decisions. Illustrations are helpful in organizing data, manipulating information, and outlining the limits of a problem and its possible solution(s).

Students can use drawings to help them look at a problem from many different perspectives.

1. Understand the problem. Encourage students to frame a problem in their own words.
2. Describe any barriers. Students need to know what is creating the problem. Encourage them to verbalize (when possible) these impediments/barriers/constraints.
3. Identify various solutions. Students need to understand that they have many strategies available to them and that no single strategy will work for all problems. Here are some problem-solving possibilities: ✏ Create visual images; ✏ Guesstimate; ✏ Create a table; ✏ Use manipulatives; ✏ Work backward; ✏ Look for a pattern; ✏ Create a systematic list.
4. Try out a solution. It will be important for students to: ☺ keep accurate and up-to-date records of their thoughts, proceedings, and procedures; ☹ try to work through a selected strategy or combination of strategies until it becomes evident that it's not working, it needs to be modified, or it is yielding inappropriate data; ☺ monitor with great care the steps undertaken as part of a solution; and ☺ feel comfortable putting a problem aside for a period of time and tackling it at a later time.
5. Evaluate the results. Students have to have multiple opportunities to assess their own problem-solving skills and solutions they generate from using those skills. Ask students questions such as "How do you feel about your progress so far?" "Are you satisfied with the results you obtained?" and "Why do you believe this is an appropriate response to the problem?"

(The material presented under Problem Solving was retrieved from <https://www.teachervision.com/problem-solving/teaching-methods/48451.html> - TeacherVision "Problem Solving" excerpted from *The Complete Idiot's Guide to Success as a Teacher* © 2005 by Anthony D. Fredericks.)

Critical Thinking

- To purposefully and meaningfully promote critical thinking in instructional activities, here are some prompts/questions that can help you guide your students to higher-order thinking:

Knowledge	Comprehension	Application	Analysis	Evaluation	Creation/Synthesis
<i>the ability to recall facts, opinions, and concepts</i>	<i>the ability to interpret information in one's own words</i>	<i>the ability to apply what is learned to a new situation</i>	<i>the ability to determine internal relationships</i>	<i>the ability to make judgements using criteria and standards</i>	<i>the ability to put facts together into a coherent whole, or creatively achieve a new understanding by linking facts together</i>
<ul style="list-style-type: none"> ☉ What is ...? ☉ When did ___ happen? ☉ How would you explain ...? ☉ Why did ...? ☉ How would you describe ...? 	<ul style="list-style-type: none"> ☉ How would you compare ...? Contrast ...? ☉ Explain in your own words ...? ☉ What facts or ideas show ...? ☉ What evidence is there that ...? 	<ul style="list-style-type: none"> ○ What examples can you find to ...? ○ How would you show your understanding of ...? ○ What approach would you use to ...? ○ What might have happened if ...? 	<ul style="list-style-type: none"> ● What inference can you make from ...? ● How would you classify ...? ● How would you categorize ...? ● Can you identify the difference parts ...? 	<ul style="list-style-type: none"> ● How would you compare ...? ● Which do you think is better ...? ● Evaluate contribution of ... to ...? ● What was the value or importance of ... in ...? ● What would you have recommended if you had been ...? 	<ul style="list-style-type: none"> ○ What might have happened if ...? ○ Can you propose an alternative interpretation to that of ...?

(The material in this chart was retrieved from <http://www.ucdoer.ie> - "How to Ask Questions that Prompt Critical Thinking" based on Bloom's Revised Taxonomy of Cognitive Processes.)



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

Social Development	Self Help	Self Help	Self Help	Self Help	Self Help
<ul style="list-style-type: none"> Looks attentively at a human face Visually follows moving person Responds with a smile Smiles or vocalizes as a means of getting attention Imitates actions of others such as putting blocks into a box Plays simple group games such as "Ring around the Rosy." Follow classroom rules Follow classroom routine Follow hallway rules Follow school rules States personal information (first and last name; age; birthdate; parents' names) Says "hello" and "goodbye" to people he or she knows 	<p>Toileting</p> <ul style="list-style-type: none"> Anticipates and verbalizes/communicates toileting needs fairly constantly Know the difference between bladder and bowel functions and communicates the difference Stabilizes toileting, rarely has an accident Pull down pants when he/she needs toileting Attempts to wipe self Cares for toileting needs other than for help in wiping Flushes toilet Manages clothes adequately on own Wipes self independently 	<p>Bathing</p> <ul style="list-style-type: none"> Dries hands, may need assistance Washes hands, but may need assistance using soap efficiently Dries hands without assistance Washes hands with soap without assistance Turn faucet on and off Knows which faucet if hot and which is cold Adjust water temperature with adult assistance <p>Grooming</p> <ul style="list-style-type: none"> Wipes nose when requested to do so Wipes nose without verbal cue Covers mouth when coughing and sneezing 	<p>Feeding/Eating</p> <ul style="list-style-type: none"> Uses napkins Manipulates spoon to scoop food Takes spoon from plate to mouth, with some spilling Inserts spoon in mouth without turning it upside down, with little or no spilling Uses straw to drink Lifts cup or glass to table to mouth, with some spilling Drinks from cup or glass held in one hand without assistance Uses side of fork for cutting Drinks from cup held with both hands, assistance Lifts cup or glass from table to drink Returns cup or glass to table after drinking Manipulates spoon to scoop food 	<p>Feeding/Eating cont.</p> <ul style="list-style-type: none"> Uses a fork for eating Spoon feeds without spilling Uses side of fork for cutting soft food Holds fork in fingers (not fist) Uses knife for spreading Uses knife for cutting softer food <p>Undressing/Unfastening</p> <ul style="list-style-type: none"> Removes shoes Removes coat Undresses self except for more difficult pull over garments Removes some pull over garments Removes some more difficult pull over garments Removes more difficult "pull over" garments Unbuttons large front buttons Unbuttons side buttons Unsnaps front snaps Unbuttons small front buttons Unzips back (non-separating) zipper 	<p>Dressing/Fastening</p> <ul style="list-style-type: none"> Puts on front opening sleeved garment with assistance Puts on short sleeved garment with opening in front Put on long sleeved garment with opening in front Puts on front opening "pull up" garment with assistance in positioning the garment Puts on "pull up" garment with an elastic waistband Puts on "pull over" game Puts on socks Puts on "pull over" garment Dresses with little supervision, other than for help with difficult fasteners Puts on shoes (may be on wrong feet) Puts on shoes (on the correct feet)
<ul style="list-style-type: none"> Brigance (pp. 175-180) Brigance (pp. 115-118) ALSC 3.1.1 (p. 5) ALSC 3.1.2 (p. 6) ALSC 3.1.3 (p. 7) 	<ul style="list-style-type: none"> Brigance (pp. 86-91) 	<ul style="list-style-type: none"> Brigance (pp. 92-93) Brigance (pp. 73-76) 	<ul style="list-style-type: none"> Brigance (pp. 77-81) Brigance (pp. 82-85) 	<ul style="list-style-type: none"> Brigance (pp. 77-78) Brigance (pp. 82-83) 	<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85)
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

Self Help	Recreational/Leisure CBI	Technology/Computer Skills	Functional Reading/ Vocabulary	Handwriting Without Tears	Early Readiness
<p>Dressing/Fastening cont.</p> <ul style="list-style-type: none"> Dresses self with clothes on correctly and can work all fasteners except shoe tying Buttons large front buttons Snaps front snaps Zips front non - separating zipper Attempts to lace shoes, may be incorrect Buckles belt or shoes Laces shoes Attempts to tie shoes 	<ul style="list-style-type: none"> Picks activities to do for fun when given a choice Choose an activity from a range of preferred activities Exercising weekly Follows rules when playing active games with others 	<p>Computer Skills</p> <ul style="list-style-type: none"> Identify a computer Manipulate a mouse (Click & drag) Identify the components of a computer (i.e., monitor, mouse, keyboard, printer, scanner) Demonstrate an understanding of the components of a computer 	<p><i>Read common signs:</i></p> <p><i>Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency</i></p> <ul style="list-style-type: none"> recognize environmental print in context (e.g., MacDonald's sign at MacDonald's, stop sign at the corner) identify environmental print out of context recognize familiar signs, labels, and logos in the environment recognize, read and demonstrate an understanding of the days of the week and months of the year 	<p>Pre-K Objectives: Get Set For School (green book)</p> <ul style="list-style-type: none"> Student will demonstrate hand dominance Student will demonstrate the knowledge of size Student will demonstrate the knowledge of shapes Student will demonstrate the ability to hold a crayon with correct finger placement Student will demonstrate the ability to attend to task Student will demonstrate the ability to cooperate and participate in classroom instruction Student will demonstrate the necessary level of language and cognitive skills for learning 	<ul style="list-style-type: none"> Voluntarily looks at or try to read books Indicate a desire to be read to Know books by their names Listen attentively while being read to Examine pictures when being read to Recognize favorite books (i.e. by cover, color, size) Participate in Nursery Rhymes Request the re-reading of familiar books
<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85) 	<ul style="list-style-type: none"> ALSC 3.6.1 (p. 267) ALSC 3.6.2 (p. 268) ALSC 3.6.17 (p. 286) ALSC 3.6.7 (p. 273) 	<ul style="list-style-type: none"> Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> Brigance (p. 212) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> HWT Curriculum 	<ul style="list-style-type: none"> Brigance (pp. 139-141) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

Reading – Kindergarten	Reading – 1 st Grade	Reading – 2 nd Grade	Reading – 3 rd Grade	Reading – 4 th Grade	Reading – 5 th Grade
<ul style="list-style-type: none"> Recognize and produce rhyming words in print Draw, dictate/list the sequence of events in the story Write/dictate/illustrate a bubble map about his/her family Capitalize the first word in a sentence, the pronoun I, and names of people Use end punctuation for sentences - (.) and (?) Illustrate and write about signs in a school building 	<ul style="list-style-type: none"> Recognize a sentence begins with a capital letter and ends with a capital letter and ends with a period, question mark, or exclamation point Tell why a text is real or make-believe and give evidence from text. Write sentences to describe the character, the setting, and major events Write a class report on a zoo animal 	<ul style="list-style-type: none"> Produce and expand simple or compound sentences Learn the rules of capitalization and identify words that must be capitalized Locate and determine the meaning of words in a beginning dictionary or glossary Be able to read high frequency words 	<ul style="list-style-type: none"> Identify a character, setting, event, or conflict Recall information in a text Identify the topic of a text or information presented in diverse media Identify the text features Identify an illustration in text Identify the topic of a text or information presented in diverse media Identify the topic of a text 	<ul style="list-style-type: none"> Recall a detail in a text Determine the topic of a story Identify a character in a text Identify basic text features Identify the topic of a text Locate information within a simplified chart, map, or graph 	<ul style="list-style-type: none"> Recall details in a text Identify what happens in the beginning of a story Identify characters, setting, and events in a story Identify the topic of a text Identify similarities and differences between two pieces of information from a text Identify main/key ideas/points in a text
<ul style="list-style-type: none"> RF.K.2a LK.2a LK.2b 	<ul style="list-style-type: none"> RF.1.1a RF.1.5 	<ul style="list-style-type: none"> 2.WA.10 2.WA.14 2.RWL.e5 2.RWL.c2 	<ul style="list-style-type: none"> Common Core Connectors 3.RL.h1 3.RL.i2 3.RL.k2 3.RI.h1 3.RI.h4 3.RI.i2 3.RI.k5 	<ul style="list-style-type: none"> Common Core Connectors 4RL.i2 4.RL.k2 4.RL.l1 4.RI.h4 4.RI.i3 4.RI.l1 	<ul style="list-style-type: none"> Common Core Connectors 5.RL.b1 5.RL.e2 5.RL.d1 5.RI.e4 5.RI.d5 5.RI.e2
<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

Math	Math – 1 st Grade	Math – 2 nd Grade	Math – 3 rd Grade	Math – 4 th Grade	Math – 5 th Grade
<p>Early Math</p> <ul style="list-style-type: none"> Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray) Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent) Identify days of the week Identify months of the year <p>Kindergarten</p> <ul style="list-style-type: none"> Count to 25 by ones Count forward to 25 Identify coin (penny) 	<ul style="list-style-type: none"> Count to 120 starting from any number Read and write any number up to 120 Label a set of objects up to 120 with a written numeral Count ten as ten ones Represent the numbers 11-19 as a ten and some ones 	<ul style="list-style-type: none"> Write addition number sentences to tell how many in all Solve stories about join groups Write subtraction number sentences Solve stories about separating groups Solve stories about comparing groups Write related addition and subtraction facts Model and solve addition and subtraction problems 	<ul style="list-style-type: none"> Use place value to round to the nearest 10 or 100 Solve multi-step addition and subtraction problems to 100 Write or select the numerals 0-100 	<ul style="list-style-type: none"> Read and write a multi-digit number in word form, base-ten numerals, and expanded form Compare two multi-digit numbers using place value and record the comparison using symbols $<$, $>$, or $=$. Explain how to use place value and what digits to look for in order to round a multi-digit number Use the value of the digit to the right of the place to be rounded to determine whether to round up or down Write a multi-digit number rounded to any given place Choose the correct operation to perform at each step of a multi-step word problem 	<ul style="list-style-type: none"> Read, write, or select a decimal to the hundredths place Round decimals to the next whole number Solve word problems that require multiplication or division Solve 1 step problems using decimals
<p>Early Math</p> <ul style="list-style-type: none"> Brigance (pp. c-146-148) OWL Curriculum http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html <p>Kindergarten</p> <ul style="list-style-type: none"> CCSS – K.CC.A.1 CCSS – K.CC.A.2 Calendar Time 	<ul style="list-style-type: none"> CCSS – 1.NBT.A.1 CCSS – 1.NBT.B.2 	<ul style="list-style-type: none"> CCSS – 2.OA.A.1 	<ul style="list-style-type: none"> Common core connectors 3.NO.1j3 3.NO.2c1 2.NO.1e3 	<ul style="list-style-type: none"> Common Core Connectors 4.NO.1j5 4.NO.2d7 4.SE.1g2 4.PRF.1e3 	<ul style="list-style-type: none"> Common core connectors 5.NO.1b1 5.NO.1b4 5.NO.2c1 5.NO.2a5 5.NO.2c2
<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

Social Development	Self Help	Self Help	Self Help	Self Help	Self Help
<ul style="list-style-type: none"> Lets others help him or her when help is needed Looks directly at someone who is speaking Greets adults he or she knows well and people his or her own age by name Lets other people uses his or her things Talks with others at the table during mealtimes Carries on a conversation with an adult or with a peer Participates in a game or activity chosen by a group of friends Interacts with people whose personal characteristics differ from his or hers Waits for a scheduled activity or performance to begin without disrupting others 	<p>Toileting</p> <ul style="list-style-type: none"> Anticipates and verbalizes/communicates toileting needs fairly constantly Know the difference between bladder and bowel functions and communicates the difference Stabilizes toileting, rarely has an accident Pull down pants when he/she needs toileting Attempts to wipe self Cares for toileting needs other than for help in wiping Flushes toilet Manages clothes adequately on own Wipes self independently 	<p>Bathing</p> <ul style="list-style-type: none"> Dries hands, may need assistance Washes hands, but may need assistance using soap efficiently Dries hands without assistance Washes hands with soap without assistance Turn faucet on and off Knows which faucet if hot and which is cold Adjust water temperature with adult assistance <p>Grooming</p> <ul style="list-style-type: none"> Wipes nose when requested to do so Wipes nose without verbal cue Covers mouth when coughing and sneezing 	<p>Feeding/Eating</p> <ul style="list-style-type: none"> Uses napkins Manipulates spoon to scoop food Takes spoon from plate to mouth, with some spilling Inserts spoon in mouth without turning it upside down, with little or no spilling Uses straw to drink Lifts cup or glass to table to mouth, with some spilling Drinks from cup or glass held in one hand without assistance Uses side of fork for cutting Drinks from cup held with both hands, assistance Lifts cup or glass from table to drink Returns cup or glass to table after drinking Manipulates spoon to scoop food Uses a fork for eating Spoon feeds w/o spilling 	<p>Feeding/Eating cont.</p> <ul style="list-style-type: none"> Uses side of fork for cutting soft food Holds fork in fingers (not fist) Uses knife for spreading Uses knife for cutting softer food <p>Undressing/Unfastening</p> <ul style="list-style-type: none"> Removes shoes Removes coat Undresses self except for more difficult pull over garments Removes some pull over garments Removes some more difficult pull over garments Removes more difficult "pull over" garments Unbuttons large front buttons Unbuttons side buttons Unsnaps front snaps Unbuttons small front buttons Unzips back (non-separating) zipper 	<p>Dressing/Fastening</p> <ul style="list-style-type: none"> Puts on front opening sleeved garment with assistance Puts on short sleeved garment with opening in front Put on long sleeved garment with opening in front Puts on front opening "pull up" garment with assistance in positioning the garment Puts on "pull up" garment with an elastic waistband Puts on "pull over" game Puts on socks Puts on "pull over" garment Dresses with little supervision, other than for help with difficult fasteners Puts on shoes (may be on wrong feet) Puts on shoes (on the correct feet)
<ul style="list-style-type: none"> Brigance (pp. 86-88) ALSC 3.1.4 (p. 8) ALSC 3.1.3 (p. 7) ALSC 3.1.36 (p. 52) ALSC 3.1.6 (p. 11) ALSC 3.1.7 (p. 12-13) ALSC 3.1.8 (p. 14) ALSC 3.1.9 (p. 15) ALSC 3.1.11 (p. 18) 	<ul style="list-style-type: none"> Brigance (pp. 89-91) 	<ul style="list-style-type: none"> Brigance (pp. 92-93) Brigance (pp. 73-76) 	<ul style="list-style-type: none"> Brigance (pp. 77-81) Brigance (pp. 82-85) 	<ul style="list-style-type: none"> Brigance (pp. 77-78) Brigance (pp. 82-83) 	<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85)
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

Self Help	Recreational/Leisure CBI	Technology/Computer Skills	Functional Reading/ Vocabulary	Handwriting Without Tears	Early Readiness
<p>Dressing/Fastening cont.</p> <ul style="list-style-type: none"> Dresses self with clothes on correctly and can work all fasteners except shoe tying Buttons large front buttons Snaps front snaps Zips front non - separating zipper Attempts to lace shoes, may be incorrect Buckles belt or shoes Laces shoes Attempts to tie shoes 	<ul style="list-style-type: none"> Picks activities to do for fun when given a choice Choose an activity from a range of preferred activities Exercising weekly (recess, playground, etc.) Follows rules when playing active games with others 	<p>Computer Skills</p> <ul style="list-style-type: none"> Demonstrate an understanding of cause and effect. (i.e., pressing the spacebar causes the cursor to move) Use a mouse functionally to navigate commands Use a joystick/controller Turn on/off computer, monitor, and printer Log on computer using username and password Log off computer Identify and click the icon for the desired program Open programs through various avenues Correctly insert paper into a printer Correctly insert a CD/DVD into the computer Correctly insert a mass storage device Save information Open and retrieve saved information <p>Internet Skills</p> <ul style="list-style-type: none"> Navigate the Internet Access information through the Internet Be aware of safety rules regarding Internet usage 	<p>Read common signs:</p> <p><i>Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency</i></p> <ul style="list-style-type: none"> recognize environmental print in context (e.g., MacDonald's sign at MacDonald's, stop sign at the corner) identify environmental print out of context recognize familiar signs, labels, and logos in the environment recognize, read and demonstrate an understanding of the days of the week and months of the year 	<p>Kindergarten Objectives: Letters and Numbers For Me (orange book)</p> <ul style="list-style-type: none"> Student will demonstrate the ability to hold a pencil correctly Student will demonstrate the Development of Printing Primary Skills <p><i>Memory, Orientation, Start, and Sequence of letters</i></p> <ul style="list-style-type: none"> Student will demonstrate the Development of Printing Secondary Skills <p><i>Placement, Sizing, Spacing, and Control of letters</i></p> <ul style="list-style-type: none"> Student will demonstrate the Development of Functional Writing skills <p><i>Writing of letters, numbers, words, sentences, and paragraphs in all subjects</i></p>	<ul style="list-style-type: none"> Respond with/to questions or comments on stories Ask to take books home to read Fill in words as adult reads Open a book to look at – right a book which is upside down Turn pages right to left, one at a time
<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85) 	<ul style="list-style-type: none"> ALSC 3.6.1 (p. 267) ALSC 3.6.2 (p. 268) ALSC 3.6.17 (p. 286) ALSC 3.6.7 (p. 273) 	<ul style="list-style-type: none"> Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> Brigance (p. 212) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> HWT Curriculum 	<ul style="list-style-type: none"> Brigance (pp. 139-141)
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

Reading – Kindergarten	Reading – 1 st Grade	Reading – 2 nd Grade	Reading – 3 rd Grade	Reading – 4 th Grade	Reading – 5 th Grade
<ul style="list-style-type: none"> Recognize environmental print in context (e.g., MacDonald’s sign at MacDonald’s, stop sign at the corner) Identify environmental print out of context Recognize familiar signs, labels, and logos in the environment Ask and answer questions about key details Write/Dictate and illustrate the character’s action in a story. Identify the front cover, back cover, and title page of a book Name the characters from a story and discuss what they did. 	<ul style="list-style-type: none"> Tell the main idea, or central lesson of a story. Use context to determine the meaning of words from books read aloud. Use context clues when reading to assist in word recognition. Blend sounds to make words. 	<ul style="list-style-type: none"> List three details from the story Write sentences about characters and what they did in the stories we have read Write a factual essay Write statements or questions about the animals in the story 	<ul style="list-style-type: none"> Gather information from a nonfiction text Use text evidence to draw conclusions Examine how photographs, illustrations, and captions contribute to a text Examine the effect of an author’s choice of words Choose words and phrases to convey ideas precisely Use context as a clue to the meaning of a word or phrase Use reference materials to find the pronunciation and determine or clarify the precise meaning of words 	<ul style="list-style-type: none"> Identify basic text features (e.g. charts, maps, graphs, time lines, diagrams) Identify the topic of a text Locate information within a simplified chart, map or graph Understand that words can have more than one meaning Identify general academic words (e.g. map, character, equal, book, name, paper, etc) Identify the purpose of using different formats, illustrations, or multimedia 	<ul style="list-style-type: none"> Recall details in a text Identify what happens in the beginning of a story Identify characters, setting and events in a story Identify topic of a text Identify similarities and differences between two pieces of information from a text Identify main/key ideas/points in a text
<ul style="list-style-type: none"> RL.K.1 RLK.2 RLK.5 	<ul style="list-style-type: none"> RF.1.2b RF.1.4c RF.1.2c 	<ul style="list-style-type: none"> RF.2.1-3 	<ul style="list-style-type: none"> Common Core Connectors 3.RL.h1 3.RL.i2 3.RL.k2 3.RI.h1 3.RI.k5 3.RWL.i2 	<ul style="list-style-type: none"> Common core connectors 4.RI.h4 4.RI.i3 4.RI.I1 4.RWL.i2 4.RWL.j1 4.WI.q1 	<ul style="list-style-type: none"> Common core connectors 5.RL.b1 5.RL.c2 5.RL.d1 5.RI.c4 5.RI.d5 5.RI.e2
<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

Math	Math – 1 st Grade	Math – 2 nd Grade	Math – 3 rd Grade	Math – 4 th Grade	Math – 5 th Grade
<p>Early Math</p> <ul style="list-style-type: none"> Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray) Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent) Match shapes, colors, and objects Identify days of the week Identify months of the year <p>Kindergarten</p> <ul style="list-style-type: none"> Tell time to the hour Identify positions Sorting by color, size, shape, and kind Identify 2-D shapes 	<ul style="list-style-type: none"> Represent multiple sets of ten using number names (2 ten is 20) Explain the value of each digit in a two-digit number (place value) Model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions Solve addition and subtraction word problems using objects, drawings, and equations 	<ul style="list-style-type: none"> Master addition facts involving 0, 1, or 2 Master addition facts where both addends are the same Master addition facts where the addends are 1 apart Use the commutative property to find the sum Find the sums of three addends using any order Find sums by making 10 when adding 9 Find sums by making 10 when adding 8 Draw a picture and write a number sentence to solve a story problem 	<ul style="list-style-type: none"> Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers to 100 Solve multi-step addition and subtraction problems to 100 	<ul style="list-style-type: none"> Determine how many objects go into each group when given the total number of objects and groups where the number in each group or number of groups is not >10 Identify visual multiplicative comparisons (e.g. which shows two times as many tiles as this set) Solve or solve and check one or two step word problems requiring addition, subtraction, multiplication with answers to 100 Use place value to round to any place Use =, <, > to compare 2 fractions 	<ul style="list-style-type: none"> Read, write, or select a decimal to the hundredths place Round decimals to the next whole number Solve word problems that require multiplication or division Solve one step problems using decimals Solve word problems involving the addition, subtraction, multiplication, or division of fractions Determine whether the product will increase or decrease based on the multiplier
<p>Early Math</p> <ul style="list-style-type: none"> Brigance (pp. c-146-148) OWL Curriculum http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html <p>Kindergarten</p> <ul style="list-style-type: none"> CCSS – K.G.A.1 CCSS – K.G.A.2 CCSS – K.MD.B.3 Calendar Time 	<ul style="list-style-type: none"> CCSS - 1.NBT.B.2 CCSS - 1.NBT.B.2.b CCSS - 1.OA.A.1 	<ul style="list-style-type: none"> CCSS - 2.OA.A.1 CCSS - 2.OA.B.2 CCSS - 2.NBT.B.5 CCSS - 2.NBT.B.9 	<ul style="list-style-type: none"> Common Core connectors 3.NO.2e1 3.NO.2c1 	<ul style="list-style-type: none"> Common core connectors 4.NO.2d7 4.PRF.1e3 4.NO.2e2 4.NO.1j5 4.SE.1g2 	<ul style="list-style-type: none"> Common core connectors 5.PRF.2b1 5.NO.1b1 5.NO.2a5 5.NO.2c1 5.NO.2c2 5.PRF.1a1
<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

Social Development	Self Help	Self Help	Self Help	Self Help	Self Help
<ul style="list-style-type: none"> Ask age-mates to join in an activity Works on projects with others Asks to join in with peers who are already engaged in an activity Says "Thank you," "I'm sorry," "Excuse me," or "How do you do" when it is appropriate Offers to clean up after spilling or breaking something Gets permission to borrow things and then returns them Knocks before going in another person's room Offers sympathy or support to others who are feeling badly Volunteers to join in group projects or activities Accepts the consequences for doing something wrong 	<p>Toileting</p> <ul style="list-style-type: none"> Anticipates and verbalizes/communicates toileting needs fairly constantly Know the difference between bladder and bowel functions and communicates the difference Stabilizes toileting, rarely has an accident Pull down pants when he/she needs toileting Attempts to wipe self Cares for toileting needs other than for help in wiping Flushes toilet Manages clothes adequately on own Wipes self independently 	<p>Bathing</p> <ul style="list-style-type: none"> Dries hands, may need assistance Washes hands, but may need assistance using soap efficiently Dries hands without assistance Washes hands with soap without assistance Turn faucet on and off Knows which faucet if hot and which is cold Adjust water temperature with adult assistance <p>Grooming</p> <ul style="list-style-type: none"> Wipes nose when requested to do so Wipes nose without verbal cue Covers mouth when coughing and sneezing 	<p>Feeding/Eating</p> <ul style="list-style-type: none"> Uses napkins Manipulates spoon to scoop food Takes spoon from plate to mouth, with some spilling Inserts spoon in mouth without turning it upside down, with little or no spilling Uses straw to drink Lifts cup or glass to table to mouth, with some spilling Drinks from cup or glass held in one hand without assistance Uses side of fork for cutting Drinks from cup held with both hands, assistance Lifts cup or glass from table to drink Returns cup or glass to table after drinking Manipulates spoon to scoop food 	<p>Feeding/Eating cont.</p> <ul style="list-style-type: none"> Uses a fork for eating Spoon feeds without spilling Uses side of fork for cutting soft food Holds fork in fingers (not fist) Uses knife for spreading Uses knife for cutting softer food <p>Undressing/Unfastening</p> <ul style="list-style-type: none"> Removes shoes Removes coat Undresses self except for more difficult pull over garments Removes some pull over garments Removes some more difficult pull over garments Removes more difficult "pull over" garments Unbuttons large front buttons Unbuttons side buttons Unsnaps front snaps Unbuttons small front buttons Unzips back (non-separating) zipper 	<p>Dressing/Fastening</p> <ul style="list-style-type: none"> Puts on front opening sleeved garment with assistance Puts on short sleeved garment with opening in front Put on long sleeved garment with opening in front Puts on front opening "pull up" garment with assistance in positioning the garment Puts on "pull up" garment with an elastic waistband Puts on "pull over" game Puts on socks Puts on "pull over" garment Dresses with little supervision, other than for help with difficult fasteners Puts on shoes (may be on wrong feet) Puts on shoes (on the correct feet)
<ul style="list-style-type: none"> ALSC 3.1.19 (p.26) ALSC 3.1.21 (pp.28-29) ALSC 3.1.22 (p.30) ALSC 3.1.23 (pp.31-32) ALSC 3.1.24 (p.33) 	<ul style="list-style-type: none"> Brigance (pp. 86-91) 	<ul style="list-style-type: none"> Brigance (pp. 92-93) Brigance (pp. 73-76) 	<ul style="list-style-type: none"> Brigance (pp. 77-81) Brigance (pp. 82-85) 	<ul style="list-style-type: none"> Brigance (pp. 77-78) Brigance (pp. 82-83) 	<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85)
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

Self Help	Recreational/Leisure CBI	Technology/Computer Skills	Functional Reading/ Vocabulary	Handwriting Without Tears	Early Readiness
<p>Dressing/Fastening cont.</p> <ul style="list-style-type: none"> Dresses self with clothes on correctly and can work all fasteners except shoe tying Buttons large front buttons Snaps front snaps Zips front non - separating zipper Attempts to lace shoes, may be incorrect Buckles belt or shoes Laces shoes Attempts to tie shoes 	<ul style="list-style-type: none"> Picks activities to do for fun when given a choice Choose an activity from a range of preferred activities Exercising weekly Follows rules when playing active games with others 	<p>Technology Skills</p> <ul style="list-style-type: none"> Use a keyboard Develop keyboarding skills Increase speed and accuracy when typing Use a word processing program to type text from print Use a word processing program to create own text <p>Internet Skills</p> <ul style="list-style-type: none"> Navigate the Internet Access information through the Internet Be aware of safety rules regarding Internet usage 	<p><i>Read common signs:</i></p> <p><i>Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency</i></p> <ul style="list-style-type: none"> Read and set a timer Use graphs, charts, signs, calendars and captions to acquire information Use telephone directories to acquire information Use the Internet to access information Read temperatures on various types of thermometers Read units on measuring cups/spoons Read units on measuring tapes Read a flyer to find information Read and name money symbols Read money words 	<p>Kindergarten Objectives: Letters and Numbers For Me (orange book)</p> <ul style="list-style-type: none"> Student will demonstrate the ability to hold a pencil correctly Student will demonstrate the Development of Printing Primary Skills <p><i>Memory, Orientation, Start, and Sequence of letters</i></p> <ul style="list-style-type: none"> Student will demonstrate the Development of Printing Secondary Skills <p><i>Placement, Sizing, Spacing, and Control of letters</i></p> <ul style="list-style-type: none"> Student will demonstrate the Development of Functional Writing skills <p><i>Writing of letters, numbers, words, sentences, and paragraphs in all subjects</i></p>	<ul style="list-style-type: none"> Read pictures without text Identify the front, back, top, and bottom of a book Indicate the difference between words and pictures Associate a word with its picture Indicate that it is the text that is read Indicate the first word in a sentence is the starting place for reading Indicate print is read from left to right, top to bottom Says the letters of the alphabet Identify upper-case/ lower-case letters Indicate that there are spaces between words Use pictures to pretend read
<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85) 	<ul style="list-style-type: none"> ALSC 3.6.1 (p. 267) ALSC 3.6.2 (p. 268) ALSC 3.6.17 (p. 286) ALSC 3.6.7 (p. 273) 	<ul style="list-style-type: none"> Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> Brigance (p. 212) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> HWT Curriculum 	<ul style="list-style-type: none"> Brigance (pp. 139-141) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/FunctionalCurriculumGuide.pdf
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

Reading – Kindergarten	Reading – 1 st Grade	Reading – 2 nd Grade	Reading – 3 rd Grade	Reading – 4 th Grade	Reading – 5 th Grade
<ul style="list-style-type: none"> Use phrases and picture clues to define unknown words. Name and describe common types of texts. Name the author and illustrator and define the role of each. Name upper- and lower-case letters of the alphabet Identify beginning sounds in words Understand that words are separated by spaces in print. Read from left to right, and top to bottom. 	<ul style="list-style-type: none"> Say the beginning, middle, and end sounds in one-syllable words. Identify beginning sounds (n, d, p, f, r, h, /z/s, b, l, x, y, w, k, v, j, qu, z) Phonogram -it, -et Inflections -it, -e 	<ul style="list-style-type: none"> Identify short vowels Identify CVC Syllable pattern Identify long vowels CVC Identify sounds for c Sounds for g Identify consonant blends 	<ul style="list-style-type: none"> Identify a character, setting, event, or conflict Identify the topic of a text or information presented in diverse media Determine the main idea of text ; recount the key details and explain how they support the main idea Identify different types of text features found in informational text Sort evidence collected from print and/or digital sources on given topics With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose 	<ul style="list-style-type: none"> Recall a detail in a text Determine the topic of a story or poem Identify a character in text Locate information within a simplified chart, map, or graph Understand that words can have more than one meaning Identify general academic words (e.g. map, character, equal, book, name, paper, etc) Identify the purpose of using different formats, illustrations, or multimedia (e.g.bullets are used for listing items) 	<ul style="list-style-type: none"> Identify the topic of text Identify similarities and differences between two pieces of information from a text Identify main/key ideas/points in a text Identify multiple meaning words
<ul style="list-style-type: none"> RLK.3 RLK.4 RLK.5 RLK.6 RF.K.1d RF.K.2d RF.K.1c 	<ul style="list-style-type: none"> RF.1.2d RF.1.2d RF.1.3 RF.1.3 RF.1.2d RF.1.3g 	<ul style="list-style-type: none"> RF.2.1-3 RF.2.4 	<ul style="list-style-type: none"> Common core connectors 3.RL.h1 3.RL.k2 3.RI.i2 3.WI.p1 3.WI.14 3.WL.o1 	<ul style="list-style-type: none"> Common core connectors 4.RL.i2 4.RL.k2 4.RL.l1 4.RWL.i2 4.RWL.j1 4.RWL.h2 	<ul style="list-style-type: none"> Common core connectors 5.RI.c4 5.RI.d5 5.RI.e2 5.RWL.a2
<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

Math	Math – 1 st Grade	Math – 2 nd Grade	Math – 3 rd Grade	Math – 4 th Grade	Math – 5 th Grade
<p>Early Math</p> <ul style="list-style-type: none"> Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray) Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent) Matches shapes, colors, and objects Identify days of the week Identify months of the year <p>Kindergarten</p> <ul style="list-style-type: none"> Compose/Create 2-D shapes Identify Numbers 0-5 Order Numbers 0-5 	<ul style="list-style-type: none"> Solve word problems with unknown numbers in different positions Explain that the equal sign (=) means “same as.” Compare the value of both sides of an equation and determine whether it is true or false Determine the unknown number value in an addition equation when two out of three numbers are given 	<ul style="list-style-type: none"> Subtract 0, 1, and 2, from a number Use addition doubles facts to subtract Subtract using related addition facts to 10 Subtract using related addition facts to 18 Subtract by finding missing addends Problem-solve two question problems 	<ul style="list-style-type: none"> Solve multiplication problems with neither number greater than 5 Identify multiplication patterns in a real world setting Solve multi-step addition and subtraction problems up to 100 	<ul style="list-style-type: none"> Write an equation for a situation involving multiplicative comparison Demonstrate division of a multi-digit number by a one-digit number using place value, rectangular arrays, and area model Solve division of a multi-digit number by a one-digit number using properties of operations and equations Explain my chosen strategy 	<ul style="list-style-type: none"> Read, write, or select a decimal to the hundredths place Round decimals to the next whole number Solve word problems that require multiplication or division Solve word problems involving the addition, subtraction, multiplication or division of fractions Determine whether the product will increase or decrease based on multiplier
<p>Involving the addition, subtraction, multiplication or division of fractions</p> <p>Determine whether t Early Math</p> <ul style="list-style-type: none"> Brigance (pp. c-146-148) OWL Curriculum http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html <p>Kindergarten</p> <ul style="list-style-type: none"> CCSS – K.G.B.5 & K.G.B.6 CCSS – K.CC.B.4.a CCSS – K.CC.B.4.b CCSS – K.CC.B.4.c CCSS – K.CC.B.4.c CCSS – K.OA.A.3 CCSS – K.OA.A.5 	<ul style="list-style-type: none"> CCSS - 1.OA.A.1 & 1.OA.B.3 CCSS - 1.OA.A.1 & 1.OA.B.3 CCSS - 1.OA.D.7 	<ul style="list-style-type: none"> CCSS - 2.OA.B.2 	<ul style="list-style-type: none"> Common core connectors 3.NO.2d3 3.PRF.2d1 3.No.2c1 	<ul style="list-style-type: none"> Common core connectors 4.PRF.1e3 4.NO.2e2 4.NO.1j5 4.NO.2d7 	<ul style="list-style-type: none"> Common Core Connectors 5.NO.1b1 5.NO.2a5 5.NO.1b4 5.NO.2c1 5.NO.2c2 5.PRF.1a1
<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily 	<ul style="list-style-type: none"> 45-60 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

Social Development	Self Help	Self Help	Self Help	Self Help	Self Help
<ul style="list-style-type: none"> Talks about his or her sad feelings or moods Tells people when they have hurt his or her feelings Expresses personal opinions during a discussion Refuses to do something he or she knows is wrong Walks away from others who fighting or calls for help Listens to others talk about ideas that are different from his or hers Expresses anger in a nonaggressive manner (without yelling or physically attacking) Discusses differences of opinion and reaches agreement with others 	<p>Toileting</p> <ul style="list-style-type: none"> Anticipates and verbalizes/communicates toileting needs fairly constantly Know the difference between bladder and bowel functions and communicates the difference Stabilizes toileting, rarely has an accident Pull down pants when he/she needs toileting Attempts to wipe self Cares for toileting needs other than for help in wiping Flushes toilet Manages clothes adequately on own Wipes self independently 	<p>Bathing</p> <ul style="list-style-type: none"> Dries hands, may need assistance Washes hands, but may need assistance using soap efficiently Dries hands without assistance Washes hands with soap without assistance Turn faucet on and off Knows which faucet if hot and which is cold Adjust water temperature with adult assistance <p>Grooming</p> <ul style="list-style-type: none"> Wipes nose when requested to do so Wipes nose without verbal cue Covers mouth when coughing and sneezing 	<p>Feeding/Eating</p> <ul style="list-style-type: none"> Uses napkins Manipulates spoon to scoop food Takes spoon from plate to mouth, with some spilling Inserts spoon in mouth without turning it upside down, with little or no spilling Uses straw to drink Lifts cup or glass to table to mouth, with some spilling Drinks from cup or glass held in one hand without assistance Uses side of fork for cutting Drinks from cup held with both hands, assistance Lifts cup or glass from table to drink Returns cup or glass to table after drinking Manipulates spoon to scoop food Uses a fork for eating Spoon feeds without spilling 	<p>Feeding/Eating cont.</p> <ul style="list-style-type: none"> Uses side of fork for cutting soft food Holds fork in fingers (not fist) Uses knife for spreading Uses knife for cutting softer food <p>Undressing/Unfastening</p> <ul style="list-style-type: none"> Removes shoes Removes coat Undresses self except for more difficult pull over garments Removes some pull over garments Removes some more difficult pull over garments Removes more difficult "pull over" garments Unbuttons large front buttons Unbuttons side buttons Unsnaps front snaps Unbuttons small front buttons Unzips back (non-separating) zipper 	<p>Dressing/Fastening</p> <ul style="list-style-type: none"> Puts on front opening sleeved garment with assistance Puts on short sleeved garment with opening in front Put on long sleeved garment with opening in front Puts on front opening "pull up" garment with assistance in positioning the garment Puts on "pull up" garment with an elastic waistband Puts on "pull over" game Puts on socks Puts on "pull over" garment Dresses with little supervision, other than for help with difficult fasteners Puts on shoes (may be on wrong feet) Puts on shoes (on the correct feet)
<ul style="list-style-type: none"> ALSC 3.1.25 (pp. 34-35) ALSC 3.1.27 (pp. 38-39) ALSC 3.1.28 (pp. 40-41) ALSC 3.1.30 (p. 44) ALSC 3.1.31 (p. 45) ALSC 3.1.37 (p. 53) ALSC 3.1.39 (pp. 56-57) 	<ul style="list-style-type: none"> Brigance (pp. 86-91) 	<ul style="list-style-type: none"> Brigance (pp. 92-93) Brigance (pp. 73-76) 	<ul style="list-style-type: none"> Brigance (pp. 77-81) Brigance (pp. 82-85) 	<ul style="list-style-type: none"> Brigance (pp. 77-78) Brigance (pp. 82-83) 	<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85)
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 45 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

Self Help	Recreational/Leisure CBI	Technology/Computer Skills	Functional Reading/ Vocabulary	Handwriting Without Tears	Early Readiness
<p>Dressing/Fastening cont.</p> <ul style="list-style-type: none"> Dresses self with clothes on correctly and can work all fasteners except shoe tying Buttons large front buttons Snaps front snaps Zips front non - separating zipper Attempts to lace shoes, may be incorrect Buckles belt or shoes Laces shoes Attempts to tie shoes 	<ul style="list-style-type: none"> Picks activities to do for fun when given a choice Choose an activity from a range of preferred activities Exercising weekly Follows rules when playing active games with others 	<p>Technology Skills</p> <ul style="list-style-type: none"> Use a keyboard Develop keyboarding skills Increase speed and accuracy when typing Use a word processing program to type text from print Use a word processing program to create own text <p>Internet Skills</p> <ul style="list-style-type: none"> Navigate the Internet Access information through the Internet Be aware of safety rules regarding Internet usage 	<p><i>Read common signs:</i></p> <p><i>Go, stop, in, out, boys, girls, exit, enter, men, women, ladies, poison, walk, caution, danger, 911, emergency</i></p> <ul style="list-style-type: none"> Read functions on a vending machine Read a sales receipt Read a menu Recognize and read safety and survival signs Read labels on products for simple recipes, nutritional information, and instructions Read instructions on labels Read a recipe Read keys and functions of a computer 	<p>First Grade Objectives: My Printing Book (yellow book)</p> <ul style="list-style-type: none"> Student will demonstrate the Development of Foundation Skills <ul style="list-style-type: none"> Good posture Proper position of paper Hold pencil correctly Writing in all subjects Student will demonstrate the ability to build Handwriting Fluency <ul style="list-style-type: none"> Form letters correctly, out of habit Write words from left to right with letters close and placed correctly on lines Write sentences from left to right with a beginning capital, spaces between words, and ending punctuation 	<ul style="list-style-type: none"> Attempt reading by attending to picture clues and print Demonstrate an understanding that pictures represent characters and actions Retell stories (e.g., orally, sequencing pictures) Demonstrate auditory discrimination of environmental sounds Recognize his/her own name in print Engage in pretend-reading to self and others Remember details from a familiar story Remember details in correct sequence
<ul style="list-style-type: none"> Brigance (pp. 79-81) Brigance (pp. 84-85) 	<ul style="list-style-type: none"> ALSC 3.6.1 (p. 267) ALSC 3.6.2 (p. 268) ALSC 3.6.17 (p. 286) ALSC 3.6.7 (p. 273) 	<ul style="list-style-type: none"> Functional Curriculum http://www.starfall.com/ http://www.abcmouse.com/ https://www.ixl.com/ http://tncore.org/ http://www.internet4classrooms.com/ http://www.abcya.com/ Istation I-Ready 	<ul style="list-style-type: none"> Brigance (p. 212) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/student-support-services/publications/FunctionalCurriculumGuide.pdf 	<ul style="list-style-type: none"> HWT Curriculum 	<ul style="list-style-type: none"> Brigance (pp. 139-141) Functional Curriculum http://www.ed.gov.nl.ca/edu/k12/student-support-services/publications/FunctionalCurriculumGuide.pdf
<ul style="list-style-type: none"> 45 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 30 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

Reading – Kindergarten	Reading – 1 st Grade	Reading – 2 nd Grade	Reading – 3 rd Grade	Reading – 4 th Grade	Reading – 5 th Grade
<ul style="list-style-type: none"> Identify and produce rhyming words Name upper- and lower-case letters of the alphabet Identify beginning sounds in words (Mm & Ss) Understand that words are separated by spaces in print. Read from left to right, and top to bottom. Read common high-frequency words by sight (I, like, the, and). 	<ul style="list-style-type: none"> Word recognition of short vowels (a, e, i, o, u) Identify final sounds Blend Phonemes Segment sounds in one-syllable words Recognize and read high-frequency sight words 	<ul style="list-style-type: none"> Identify common final blends Identify double consonants (CVC) and ck Identify consonants digraphs Read high-frequency words Read grade level text with accuracy; smoothly at an appropriate rate; and read with attention to punctuation 	<ul style="list-style-type: none"> Read grade level text with fluency, accuracy, expression and comprehension. Answer literal questions and refer to text to support your answer Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning Identify frequently used words Given specific purpose produce a permanent product(e.g. select text appropriate to the purpose, identify descriptive sentences, and select a concluding sentence) 	<ul style="list-style-type: none"> Understand that words can have more than one meaning Identify general academic words(e.g.map,character,equal,book, name, paper,etc) Identify frequently used words Identify a concluding sentence that signals a close of a paragraph Identify the purpose of using different formats, illustrations, or multimedia Given a specific purpose, produce a permanent product(e.g. select text appropriate to the purpose, identify descriptive sentences, and select a concluding sentence) 	<ul style="list-style-type: none"> Identify multiple meaning words Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect) Identify facts and details related to a specified topic Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g.to entertain) audience
<ul style="list-style-type: none"> RF.K.1a RF.K.2a RF.K.1d RF.K.2d RF.K.1c RF.K.1a RF.K.3c 	<ul style="list-style-type: none"> RF.1.2d RF.1.2d RF.1.3 RF.1.3 RF.1.2d RF.1.3g 	<ul style="list-style-type: none"> RF.2.1-3 RF 2.4 	<ul style="list-style-type: none"> Common core connectors 3.RL.i2 3.RWL.i2 3.RWL.h2 3.WL.o1 	<ul style="list-style-type: none"> Common core connectors 4.RWL.i2 4.RWL.j1 \$.RWL.h2 4.WI.p1 4.WI.q1 4.WL.o1 	<ul style="list-style-type: none"> Common core connectors 5.RWL.a2 5.WI.b3 5.WI.d1 5.WI.h1
<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily 	<ul style="list-style-type: none"> 75 minutes daily



The Department of Exceptional Children

Elementary Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

Math	Math – 1 st Grade	Math – 2 nd Grade	Math – 3 rd Grade	Math – 4 th Grade	Math – 5 th Grade
<p>Early Math</p> <ul style="list-style-type: none"> Recognize colors (red, yellow, green, blue, purple, pink, orange, black, white, brown, gray) Identify shapes (circle, triangle, rectangle, diamond, heart, star, square, hexagon, oval, crescent) Matches shapes, colors, and objects Identify days of the week Identify months of the year <p>Kindergarten</p> <ul style="list-style-type: none"> Create/Compose Numbers 0-5 Decompose Numbers 0-5 Fluently add and subtract within 5 	<ul style="list-style-type: none"> Show that changing the order of the addends (numbers) does not change the sum (answer) Use properties of operations to add and subtract Rewrite a subtraction equation as an addition equation with a missing addend Add and subtract within 10 with fluency Add and subtract within 20 by counting on, making a ten, doubles, doubles plus one, and using the relationship between addition and subtraction 	<ul style="list-style-type: none"> Represent numbers as groups of 10 Group objects into tens and ones to show two-digit numbers Read and write numbers for numbers 0-99 compare two-digit numbers using models compare two-digit numbers using models Count within 1000; skip-count by 5s, 10s, and 100s Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction 	<ul style="list-style-type: none"> Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds and eighths) Use =, <, or > to compare 2 fractions with the same numerator or denominator Collect data; organize into picture or bar graph Measure area of rectilinear figure by counting squares Partition rectangles into equal parts with equal area 	<ul style="list-style-type: none"> Determine equivalent fractions Compare up to 2 given fractions that have different denominators Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure Collect data, organize in graph Classify two-dimensional shapes based on attributes 	<ul style="list-style-type: none"> Generate or select a comparison between two graphs from a similar situation Convert standard measurements of length Use a calculator to solve one-step problems involving conversions of standard measurement units of area, volume, time, mass in the same system Use order pairs to graph given points
<p>Early Math</p> <ul style="list-style-type: none"> Brigance (pp. c-146-148) OWL Curriculum http://www.scsk12.org/scs/subject-areas/SCS_PreK_Site/Welcome.html <p>Kindergarten</p> <ul style="list-style-type: none"> CCSS – K.G.B.5 & K.G.B.6 CCSS – K.CC.B.4.a CCSS – K.CC.B.4.b CCSS – K.CC.B.4.c CCSS – K.OA.A.3 CCSS – K.OA.A.5 	<ul style="list-style-type: none"> CCSS - 1.OA.D.7 CCSS - 1.OA.D.8 CCSS - 1.OA.C.6 CCSS - 1.OA.D.6 	<ul style="list-style-type: none"> CCSS - 2.NBT.A.2 CCSS - 2.OA.C.3 CCSS - 2.NBT.B.5 	<ul style="list-style-type: none"> Common core Connectors 3.NO.1B3 3.SE.1g1 3.DPS.1g1 3.ME.1d2 3.GM.1i1 	<ul style="list-style-type: none"> Common core connectors 4.NO.1m1 4.NO.1n2 4.ME.1g2 4.DPS.1g3 4.GM.1h2 	<ul style="list-style-type: none"> Common core connectors 5.PRF.2b1 5.ME.1b2 5.ME.2a1 5.GM.1c3

• 45-60 minutes daily	• 45-60 minutes daily	• 45-60 minutes daily	• 45-60 minutes daily	• 45-60 minutes daily	• 45-60 minutes daily
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------