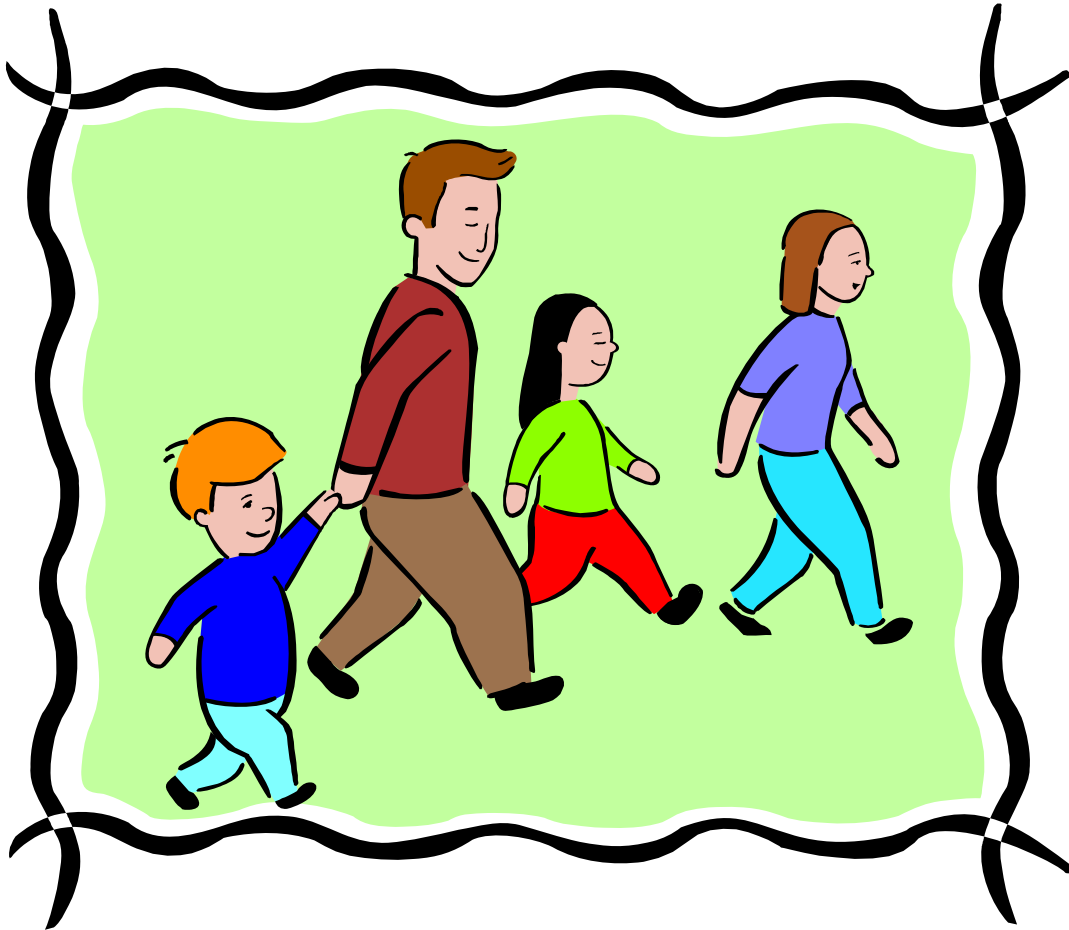


LIFE SKILLS CURRICULUM



2008 - 09

Belief

We believe that all students can learn. Learning is a life-long process in which all students can progress to increased levels of independence and become active participants in all aspects of their home, school and community. Learning best takes place in an environment where dignity and respect are promoted. Student success is best achieved through the partnering of home, school and community.

Philosophy

The Framework for Independent Living (FIL) provides educators with a standards-based resource which informs instruction to grow learners' capacities to engage as active life participants. The FIL is a dynamic tool which enables systematic instructional planning for student achievement of benchmark performance at developmentally appropriate learning levels. The FIL blends academics and functional skill areas, focusing on transitional outcomes and bridging school experiences with adult life. The FIL also places heavy emphasis on learners' development of self-advocacy and self-determination skills. The Framework for Independent Living allows educators to customize learning programs to meet students' individual needs, from grades K-12.

WEST ALLEGHENY SCHOOL DISTRICT

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LIFE SKILLS CURRICULUM

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Essential Learning Domain: Self Advocacy/Self-Determination - Self-Advocacy/Self-Determination was thought by the authoring team to be the most important learning domain. It begins with simple goal and choice making to advocating for one’s self. The authoring team felt that this domain should be the driving force for any child’s program.

[1.1 Goal Setting](#)
[1.2 Choice](#)

[1.3 Problem Solving](#)
[1.4 Self Evaluation](#)

[1.5 Self Confidence](#)

Essential Learning Domains:

1 - Self-Advocacy/Self-Determination Continuum

1.1. Goal Setting						
1.1.A. Level A	1.1.B. Level B	1.1.C. Level C	1.1.D. Level D	1.1.E. Level E	1.1.F. Level F	1.1.G. Level G
(ref: PA Academic Standard 5.2.B.3 : Rights and Responsibilities of Citizenship) (ref: PA Academic Standard 11.2.A.3 – 11.2.A.12: Balancing Family, Work and Community Responsibilities)						
1.1.A.1 Recognize that there are options (e.g. behavioral, vocational, material)	1.1.B.1 Identify options based on wants, needs or interests	1.1.C.1 Justify/explain an option of choice based on intent	1.1.D.1 Strategize/plan to obtain goal	1.1.E.1 Implement strategy	1.1.F.1 Evaluate strategy	1.1.G.1 Adjust strategy

1.2. Choice		
1.2.A. Level A	1.2.B. Level B	1.2.C. Level C
(ref: PA Academic Standard 6.3.B.3 / 6.3.F.3 – 6.3.F.6: Scarcity and Choice)		
1.2.A.1 Identify a personal choice based on need	1.2.B.1 Express a personal choice based on preference (e.g. color, flavor, texture)	1.2.C.1 Assess factors impacting choice

<u>1.3. Problem-Solving</u>					
1.3.A. Level A	1.3.B. Level B	1.3.C. Level C	1.3.D. Level D	1.3.E. Level E	1.3.F. Level F
(ref: PA Academic Standard 3.2.D.4 – 3.2.D.12: Inquiry and Design) (ref: PA Academic Standard 5.2.C.3 – 3 – 5.2.C.12: Rights and Responsibilities of Citizenship) (ref: PA Academic Standard 10.2.D.3 – 10.2.D.12: Healthful Living) (ref: PA Academic Standard 11.2.A.6 – 11.2.A.12 / 11.2.H.3 – 11.2.H.12: Balancing Family, Work and Community Responsibilities)					
1.3.A.1 Identify a problem	1.3.B.1 Differentiate between problems and non-problems	1.3.C.1 Describe elements associated with a recognized problem (e.g. analysis of who, what, when, where, why)	1.3.D.1 Analyze a problem	1.3.E.1 Seek assistance for resolution with a recognized problem (e.g. teacher, care giver, community worker, etc.)	1.3.F.1 Solve a problem without assistance

<u>1.4. Self-Evaluation</u>					
1.4.A. Level A	1.4.B. Level B	1.4.C. Level C	1.4.D. Level D	1.4.E. Level E	1.4.F. Level F
(ref: PA Academic Standard 10.1.A.3 – 10.1.A.12: Concepts of Health) (ref: PA Academic Standard 11.2.H.6: Balancing Family, Work and Community Responsibilities)					
1.4.A.1 Identify physical needs	1.4.B.1 Identify emotions in self and others	1.4.C.1 Identify interest and preferences	1.4.D.1 Identify strengths, weaknesses and needs	1.4.E.1 Identify issues of personal importance	1.4.F.1 Identify adaptations/strategies to address needs

<u>1.5. Self-Confidence</u>				
1.5.A. Level A	1.5.B. Level B	1.5.C. Level C	1.5.D. Level D	1.5.E. Level E
(ref: PA Academic Standard 5.1.J.3: Principles and Documents of Government)				
1.5.A.1 Accept praise and/or constructive criticism provided by others	1.5.B.1 Express an opinion to others	1.5.C.1 Communicate positive self-perceptions	1.5.D.1 Identify personal accomplishments	1.5.E.1 Identify personal accomplishments across a variety of environments

Essential Learning Domain: Social Skills/Behavior Continuum - Social skills are those communication and problem-solving skills that allow one to initiate and maintain positive social relationships with others. Social competence is linked to peer acceptance, teacher acceptance, and post-school success. Good social skills are critical to successful functioning in life. All students should be able to progress from identifying people, social situations, and basic citizenship skills to functioning appropriately in a work or social setting.

[2.1 Personal Interactions](#)
[2.2 Citizenship](#)

[2.3 Etiquette and Manners](#)

2 - Social Skills/ Behavior Continuum

2.1. Personal Interactions					
2.1.A. Level A	2.1.B. Level B	2.1.C. Level C	2.1.D. Level D	2.1.E. Level E	2.1.F. Level F
(ref: PA Academic Standard 5.3.E.3 – How Government Works) (ref: PA Academic Standard 11.1.G.3 – 11.1.G.9: Financial and Resource Management) (ref: PA Academic Standard 11.2.H.3 – 11.2.H.12: Family, Work and Community Responsibilities) (ref: Proposed PA Academic Standard 13.1.D.3: Career Awareness and Preparation)					
2.1.A.1 Identify authority figures (e.g. parent, teacher, care giver, police)	2.1.B.1 Identify functions of authority figures	2.1.C.1 Respond appropriately to authority figures (e.g. follow directions, displaying appropriate behaviors, respect)	2.1.D.1 Demonstrate appropriate social interaction with authority figures, with assistance (e.g. ask for help, ask a question, initiate conversation)	2.1.E.1 Demonstrate appropriate social interaction with authority figures, without assistance	2.1.F.1 Explain the significance of authority figures in our communities
(ref: PA Academic Standard 11.1.G.3 – 11.1.G.9: Financial and Resource Management) (ref: PA Academic Standard 11.2.H.3 – 11.2.H.12: Family, Work and Community Responsibilities) (ref: Proposed PA Academic Standard 13.1.D.3: Career Awareness and Preparation)					
2.1.A.2 Identify community helpers (e.g. doctor, nurse, firefighter, grocer, shop clerk)	2.1.B.2 Identify functions of community helpers	2.1.C.2 Respond appropriately to community helpers by displaying appropriate behaviors, following directions and completing chores	2.1.D.2 Demonstrate appropriate social interactions with community helpers (e.g. ask for help, ask a question, initiate conversation) using prompts or scripted cues	2.1.E.2 Demonstrate appropriate social interactions with community helpers, without assistance	2.1.F.2 Explain the significance of community helpers

<u>2.1. Personal Interactions (continued)</u>					
2.1.A. Level A	2.1.B. Level B	2.1.C. Level C	2.1.D. Level D	2.1.E. Level E	2.1.F. Level F
(ref: PA Academic Standard 10.3.C.3- 10.3.C.9: Safety and Injury Prevention) (ref: PA Academic Standard 11.2.A.3 – 11.2.A.12: Balancing Family, Work and Community Responsibilities) (ref: PA Academic Standard 11.2.C.3 – 11.2.C.12: Balancing Family, Work and Community Responsibilities) (ref: PA Academic Standard 11.2.F.3: Balancing Family, Work and Community Responsibilities) (ref: PA Academic Standard 11.2.H.3 – 11.2.H.12: Family, Work and Community Responsibilities)					
2.1.A.3 Identify family members/community helpers (e.g. group home staff, police, etc.)	2.1.B.3 Identify relationship to family members/community helpers	2.1.C.3 Respond appropriately to family members/community helpers by displaying appropriate behaviors, following directions and completing chores	2.1.D.3 Demonstrate appropriate social interactions with family members/community helpers during social conversation and leisure activities using prompts and/or scripted cues	2.1.E.3 Demonstrate appropriate social interactions with family members/community helpers during social conversation and leisure activities	2.1.F.3 Explain the significance of family members/community helpers
(ref: PA Academic Standard 10.3.C.3- 10.3.C.9: Safety and Injury Prevention) (ref: PA Academic Standard 11.2.H.3 – 11.2.H.12: Family, Work and Community Responsibilities)					
2.1.A.4 Identify peers	2.1.B.4 Identify characteristics that distinguish peers	2.1.C.4 Differentiate between peer and non-peers (e.g. stranger/danger, classmates)	2.1.D.4 Establish peer-based interactions with assistance (e.g. initiate, maintain, end)	2.1.E.4 Establish peer-based interactions without assistance (e.g. initiate, maintain, end)	

<u>2.2. Citizenship</u>				
2.2.A. Level A	2.2.B. Level B	2.2.C. Level C	2.2.D. Level D	2.2.E. Level E
(ref: PA Academic Standard 5.3.G.3: How Government Works) (ref: PA Academic Standard 10.2.A.3: Healthful Living) (ref: PA Academic Standard 10.3.A.3: Healthful Living) (ref: PA Academic Standard 10.3.C.3 – 10.3.C.12: Safety and Injury Prevention) (ref: Proposed PA Academic Standard 13.2.A.3 – 13.2.A.11: Career Acquisition)				
2.2.A.1 Identify behaviors as socially acceptable or unacceptable (e.g. good touch/bad touch, social conventions)	2.2.B.1 Identify socially appropriate manners (e.g. using a tissue, covering mouth when coughing, shaking hands, using cutlery/utensils)	2.2.C.1 Demonstrate appropriate manners specific to the situation with assistance	2.2.D.1 Demonstrate appropriate manners specific to the situation without assistance	
(ref: PA Academic Standard 5.2.F.3 – 5.2.F.6: Rights and Responsibilities of Citizenship) (ref: PA Academic Standard 5.2.G.3 – 5.2.G.6: Rights and Responsibilities of Citizenship) (ref: Proposed PA Academic Standard 13.2.A.3 – 13.2.A.11: Career Acquisition)				
2.2.A.2 Respond to directives to wait / take turns	2.2.B.2 Recognize need to wait / take turns in social situations (e.g. passing materials to classmates, conversations with peers)	2.2.C.2 Demonstrate appropriate-turn taking behaviors in social situations with assistance	2.2.D.2 Demonstrate appropriate-turn taking behaviors in social situations without assistance	
(ref: PA Academic Standard 5.2.F.3 – 5.2.F.6: Rights and Responsibilities of Citizenship) (ref: Proposed PA Academic Standard 13.3.B.3 – 13.3.B.5: Career Retention and Advancement)				
2.2.A.3 Respond to a directive provided by an authority figure (<i>see 2.1.A.1 - 2.1.F.1</i>)	2.2.B.3 Identify rules / appropriate behaviors given a specified situation (e.g. class rules, cafeteria rules,	2.2.C.3 Observe situational rules / appropriate behaviors, with assistance	2.2.D.3 Identify need for rules / behavioral norms	2.2.E.3 Observe situational rules / appropriate behaviors, without assistance

	playground rules)				
<u>2.3. Etiquette and Manners</u>					
2.3.A. Level A	2.3.B. Level B	2.3.C. Level C	2.3.D. Level D	2.3.E. Level E	2.3.F. Level F
(ref: PA Academic Standard 11.3.D.3: Food Science and Nutrition)					
2.3.A.1 Consume food and drink with minimal assistance	2.3.B.1 Demonstrate consumption of food and drink in appropriate quantities (e.g. bite sized portion, reasonable serving size)	2.3.C.1 Demonstrate consumption of food and drink at pace appropriate to setting (e.g. picnic, fast food, cafeteria)	2.3.D.1 Demonstrate consumption of food and drink in a manner appropriate to setting (e.g. picnic, fast food, cafeteria)	2.3.E.1 Demonstrate consumption of food and drink using appropriate dining etiquette (e.g. mouth closed, no elbows on table, uses napkin)	
2.3.A.2 Identify tableware by name	2.3.B.2 Match tableware with appropriate functions (e.g. cutlery, napkins, plates)	2.3.C.2 Use appropriate tableware given various foods, with assistance	2.3.D.2 Use appropriate tableware given various foods, without assistance		

Essential Learning Domain: Job Readiness Continuum - Job readiness includes providing students with training to learn job seeking and interviewing skills, to understand employer expectations, and to learn skills designed to enhance their capacity to move toward self-sufficiency. Activities in this section of the framework help students to become familiar with workplace expectations, learn the behaviors and attitudes necessary to compete successfully in the labor market, and to obtain and maintain employment.

[3.1 Job Initiative](#)
[3.2 Job Performance](#)

[3.3 Job Opportunities](#)
[3.4 Job Retention](#)

3 - Job Readiness Continuum

3.1. Job Initiative							
3.1.A. Level A	3.1.B. Level B	3.1.C. Level C	3.1.D. Level D	3.1.E. Level E	3.1.F. Level F	3.1.G. Level G	2.1.H. Level H
(ref: PA Academic Standard 3.3.C/D.3: Measurement and Estimation) (ref: Proposed PA Academic Standard 13.3.E.3 – 13.3.E.11: Career Retention and Advancement)							
3.1.A.1 Distinguish schedule labels (pictures, time charts, text)	3.1.B.1 Sequence events to fit a schedule, with assistance	3.1.C.1 Sequence events to fit a schedule, without assistance	3.1.D.1 Follow a daily schedule, with assistance	3.1.E.1 Follow daily schedule, without assistance			
(ref: Proposed PA Academic Standard 13.3.A.3 – 13.3.A.11: Career Retention and Advancement) (ref: Proposed PA Academic Standard 13.3.B.3 – 13.3.B.11: Career Retention and Advancement) (ref: Proposed PA Academic Standard 13.3.C.3 – 13.3.C.11: Career Retention and Advancement)							
3.1.A.2 Demonstrate various means of asking for help (e.g. tap-on-shoulder, sign, verbal device)	3.1.B.2 Identify people who are designated as those who provide help / assistance	3.1.C.2 Ask for help given daily living experiences when necessitated, with assistance	3.1.D.2 Ask for help given daily living experiences when necessitated, without assistance	3.1.E.2 Seek help and/or report problem when experiencing difficulty, with assistance	3.1.F.2 Seek help and/or report problem when experiencing difficulty, without assistance		
3.1.A.3 Identify the purpose of materials required for a specific task (cutting, connecting, holding)	3.1.B.3 Identify materials required for a specific task (e.g. scissors, paper clip, tray)	3.1.C.3 Request materials for a specific task, with assistance	3.1.D.3 Request materials for a specific task, without assistance	3.1.E.3 Identify the associative relationships of task-related concepts (e.g. empty and full)	3.1.F.3 Respond to associative relationship of task-related concepts, with assistance	3.1.G.3 Respond to associative relationship of task-related concepts, without assistance	3.1.H.3 Request additional materials when one runs out for task completion

3.2. Job Performance					
3.2.A. Level A	3.2.B. Level B	3.2.C. Level C	3.2.D. Level D	3.2.E. Level E	2.2.F. Level F
(ref: PA Academic Standard 10.4.F.3 – 10.4.F.6: Physical Activity) (ref: PA Academic Standard 10.5.C.3 – 10.5.C.12: Concepts, Principles and Strategies of Movement)					
3.2.A.1 Perform a task, given directions, when accompanied by a demonstration (e.g. verbal, pictorial, hand-over-hand)	3.2.B.1 Perform a task, given a one-step direction, without a model (e.g. verbal directions, visual/written directions)	3.2.C.1 Perform a task, given two-step/three-step directions, without a model (e.g. verbal directions, visual/written directions)	3.2.D.1 Perform a task, given four-step/five-step directions, without a model (e.g. verbal directions, visual/written directions)	3.2.E.1 Initiate a task with independence	
3.2.A.2 Attend to task for up to five minutes	3.2.B.2 Attend to task up to fifteen minutes	3.2.C.2 Attend to task for up to thirty minutes	3.2.D.2 Attend to task for up to one hour	3.2.E.2 Attend to task for up to two hours	3.2.F.2 Attend to task according to work day schedule
(ref: PA Academic Standard 10.2.B.3: Healthful Living)					
3.2.A.3 Identify safety signs (e.g. STOP, wet, danger, hot)	3.2.B.3 Respond appropriately to safety signs	3.2.C.3 Identify situational dangers specific to a job (e.g. loose wire, knives, wet floor)	3.2.D.3 Respond to situational dangers specific to job, with assistance	3.2.E.3 Employ safety measures specific to job, without assistance	3.2.F.3 Work safely in various environments

3.3. Job Opportunities						
3.3.A. Level A	3.3.B. Level B	3.3.C. Level C	3.3.D. Level D	3.3.E. Level E	3.3.F. Level F	3.3.G. Level G
(ref: Proposed PA Academic Standard 13.1.D.3: Career Awareness and Preparation)						
3.3.A.1 Identify characteristics of work and play situations	3.3.B.1 Identify daily jobs within the classroom	3.3.C.1 Perform daily jobs within the classroom, with assistance	3.3.D.1 Perform daily jobs within the classroom, without assistance	3.3.E.1 Identify building-level jobs, outside of the classroom	3.3.F.1 Perform building jobs, outside of the classroom, with assistance	3.3.G.1 Perform building jobs, outside of the classroom, without assistance
3.3.A. Level A	3.3.B. Level B	3.3.C. Level C	3.3.D. Level D	3.3.E. Level E	3.3.F. Level F	
(ref: Proposed PA Academic Standard 13.1.C.3: Career Awareness and Preparation) (ref: Proposed PA Academic Standard 13.1.D.3 – 13.1.D.11: Career Awareness and Preparation)						
3.3.A.2 Identify workers in the community	3.3.B.2 Identify workers with their workplace	3.3.C.2 Identify types of jobs in the community	3.3.D.2 Evaluate opportunities for community employment			
(ref: Proposed PA Academic Standard 13.1.C.3 – 13.1.C.11: Career Awareness and Preparation) (ref: Proposed PA Academic Standard 13.1.E.3: Career Awareness and Preparation) (ref: Proposed PA Academic Standard 13.1.F.3 – 13.1.F.8: Career Awareness and Preparation)						
3.3.A.3 Identify skills required for a specific career	3.3.B.3 Determine one's skills related to a specific career	3.3.C.3 Compare and contrast one's skill level in relationship to specific career	3.3.D.3 Identify specific careers comparable with interest and skills	3.3.E.3 Identify career of choice based on interest and skills	3.3.F.3 Identify career training program (e.g. job shadowing, co-op.)	

3.4. Job Retention			
3.4.A. Level A	3.4.B. Level B	3.4.C. Level C	3.4.D. Level D
(ref: Proposed PA Academic Standard 13.2.D.3 – 13.2.D.11: Career Acquisition) (ref: Proposed PA Academic Standard 13.3.A.3 – 13.3.A.11: Career Retention and Advancement)			
3.4.A.1 Identify chores and responsibilities at home and school	3.4.B.1 Identify how work habits transfer to the work place	3.4.C.1 Demonstrate how work habits transfer to the work place	3.4.D.1 Relate work habits to career retention

Essential Learning Domain: Human Development Continuum - Human Development allows for the student to develop an awareness of his body and how it is affected by outside factors such as nutrition, medical issues, and leisure activities. Topics include planning meals, identifying and using medicine, and engaging in motor skills which will lead the student to sound decision-making in maintaining body wellness.

[4.1 Physical/Emotional Awareness](#)

[4.3 Nutrition](#)

[4.5 Leisure Activities](#)

[4.2 Gross/Fine Motor Skills](#)

[4.4 Medical Issues](#)

4 - Human Development Continuum

4.1. Physical / Emotional Awareness					
4.1.A. Level A	4.1.B. Level B	4.1.C. Level C	4.1.D. Level D	4.1.E. Level E	4.1.F. Level F
(ref: PA Academic Standards 10.1.B.3 – 10.1.B.9: Concepts of Health)					
4.1.A.1 Identify external parts of the body (e.g. arms, legs, head)	4.1.B.1 Match external body parts with function (e.g. legs for walking, eyes for seeing)	4.1.C.1 Identify major internal organs	4.1.D.1 Match organs with body functions	4.1.E.1 Identify the parts of the body systems (e.g. circulatory system, respiratory system, digestive system)	4.1.F.1 Explain the relationship between body systems and body wellness
(ref: PA Academic Standards 10.1.E.3 – 10.1.E.9: Concepts of Health)					
4.1.A.2 Identify physical condition / wellness of body parts using labels, with assistance (e.g. identify the need to use the toilet, feeling too hot/cold, etc.)	4.1.B.2 Identify physical condition / wellness of body parts using labels, without assistance	4.1.C.2 Identify cause and effect relevant to one’s physical condition (e.g. feeling rested given sleep, stomach ache given over eating)	4.1.D.2 Demonstrate behaviors consistent with physical wellness (e.g. going to bed at a reasonable time)		
(ref: PA Academic Standard 10.3.C.3 – 10.3.C.9: Safety and Injury Prevention) (ref: PA Academic Standard 11.2.H.3-11.2.H.12: Balancing Family, Work and Community Responsibilities)					
4.1.A.3 Identify emotional condition / wellness using labels, with assistance	4.1.B.3 Identify emotional condition / wellness using labels, without assistance	4.1.C.3 Identify cause and effect relevant to one’s emotional condition (e.g. frustrated given interpersonal conflict)	4.1.D.3 Demonstrate behaviors consistent with emotional wellness (e.g. distance self from unhealthy circumstances)		

<u>4.2. Gross/Fine Motor Skills</u> [Cross-referenced with FIL Standard 6.4]				
4.2.A. Level A	4.2.B. Level B	4.2.C. Level C	4.2.D. Level D	4.2.E. Level E
(ref: PA Academic Standard 10.5.A.3 – 10.5.A.12: Concepts, Principles and Strategies of Movement) (ref: PA Academic Standard 10.5.B.3 – 10.5.B.6: Concepts, Principles and Strategies of Movement) (ref: PA Academic Standard 10.5.C.3 – 10.5.C.12: Concepts, Principles and Strategies of Movement)				
4.2.A.1 Use basic movement skills and concepts (e.g. eye gaze, pointing, head nod)	4.2.B.1 Apply basic movement skills and concepts to create and perform movement sequences and advanced skills (e.g. navigate stairs, manipulate a zipper)	4.2.C.1 Apply the components of skills related to movement (e.g. walk, run, dance, keep rhythm, typing)	4.2.D.1 Apply knowledge of movement skills and movement concepts to various environments (e.g. household chores, game playing skills, waiting in line)	4.2.E.1 Apply practice strategies for movement skill(s) improvement

<u>4.3. Nutrition</u>				
4.3.A. Level A	4.3.B. Level B	4.3.C. Level C	4.3.D. Level D	
(ref: PA Academic Standard 10.1.C.3 – 10.1.C.9: Concepts of Health) (ref: PA Academic Standard 10.2.B.6 – 10.2.B.9: Healthful Living)				
4.3.A.1 Distinguish between foods versus non-foods	4.3.B.1 Identify classifications of foods	4.3.C.1 Match foods to the appropriate classifications (e.g. grains & cereals, fruits & vegetables)	4.3.D.1 Categorize food according to levels in the food pyramid	
4.3.A. Level A	4.3.B. Level B	4.3.C. Level C	4.3.D. Level D	4.2.E. Level E
(ref: PA Academic Standard 10.1.C.3 – 10.1.C.9: Concepts of Health) (ref: PA Academic Standard 10.2.B.6 – 10.2.B.9: Healthful Living)				
4.3.A.2 Identify nutritious foods from non-nutritious foods	4.3.B.2 Explain the purpose of the food pyramid in relation to a healthy diet	4.3.C.2 Identify an appropriate diet based on recommendations from the food pyramid	4.3.D.2 Plan a balanced meal based on a limited selection of foods	4.3.E.2 Plan a balanced meal, based on the food pyramid

<u>4.4. Medical Issues</u>				
4.4.A. Level A	4.4.B. Level B	4.4.C. Level C	4.4.D. Level D	4.4.E. Level E
(ref: PA Academic Standard 10.2.A.3 – 1.2.A.12: Healthful Living) (ref: PA Academic Standard 10.2.B.3 – Healthful Living) (ref: PA Academic Standard 10.3.B.3 – 10.3.B.9: Safety and Injury Prevention)				
4.4.A.1 Identify social services/ medical resources in the community (e.g. health clinic, family doctor, emergency room, MR/HR resources)	4.4.B.1 Match situational need with appropriate social/medical services	4.4.C.1 Select appropriate social/medical resources given a personal need.	4.4.D.1 Identify ways by which social/medical resources are accessed.	4.4.E.1 Contact and maintain a relationship with the appropriate social/medical service agencies (yearly checkups, etc.)
(ref: PA Academic Standard 10.1.E.3 – 10.1.E.6: Concepts of Health)				
4.4.A.2 Identify a health condition as either normal or problematic (e.g. ‘what is wrong’ – blurry vision, injured leg, cold, flu, etc.)	4.4.B.2 Identify the need for medical care given a health condition (e.g. self- help versus seeking medical or emergency care)	4.4.C.2 Distinguish between emergency and non- emergency health conditions	4.4.D.2 Identify resources to obtain emergency and non-emergency medical care (e.g. doctor’s phone number, 911, phone directory)	4.4.E.2 Demonstrate how to acquire necessary medical care
4.4.A. Level A	4.4.B. Level B	4.4.C. Level C	4.4.D. Level D	4.4.E. Level E
(ref: PA Academic Standard 10.1.D.3 – 10.1.D.12 / 10.1.E.3: Concepts of Health)				
4.4.A.3 Identify medicines and what they are used for, per district policy and parent permission	4.4.B.3 Identify consequences / dangers that may occur from taking medicine inappropriately	4.4.C.3 Recognize individuals who are qualified to administer medicine and/or answer questions about medicine	4.4.D.3 Explain school / district policy on possession and administration of drugs (e.g. over-the-counter, prescription and illegal drugs)	4.4.E.3 Explain the importance of correct usage for non- prescription medications

4.5 . Leisure Activities					
4.5.A. Level A	4.5.B. Level B	4.5.C. Level C	4.5.D. Level D	4.5.E. Level E	4.5.F. Level F
(ref: PA Academic Standard 10.4.A.3 – 10.4.A.12: Physical Activity) (ref: PA Academic Standard 10.4.B.3 – 10.4.B.12: Physical Activity) (ref: PA Academic Standard 10.4.D.3 – 10.4.D.12: Physical Activity) (ref: PA Academic Standard 10.4.F.3 – 10.4.F.12: Physical Activity) (ref: PA Academic Standard 10.5.C.3 – 10.5.C.12: Concepts, Principles and Strategies of Movement) (ref: PA Academic Standard 10.5.F.3 – 10.5.F.12: Concepts, Principles and Strategies of Movement)					
4.5.A.1 Identify recreational activities (e.g. read, swim, music, sports)	4.5.B.1 Match personal interest to a specific leisure activity (e.g. match sports with ball play, attending a ball game, etc.)	4.5.C.1 Distinguish between play and work activities (e.g. bike ride versus laundry)	4.5.D.1 Match leisure activity to appropriate resources, equipment and/or materials (e.g. soccer league, library, etc.)	4.5.E.1 Plan a leisure activity based on interest and available resources (e.g. budget, scheduling)	4.5.F.1 Participate in a leisure activity by scheduling and engaging in the activity.

Essential Learning Domain: Daily Living Skills Continuum - Daily living skills are all of the areas of development that are integral to our everyday routines. Daily living skills include, but are not limited to, using the toilet, bathing oneself, brushing teeth, shaving, managing menstrual care, eating appropriately, washing clothes, using the telephone, preparing meals, and cleaning. Acquisition of these skills enhances quality of life and it will prepare students to function in the real world to the greatest extent possible. When teaching students with disabilities daily living skills the main goal is to move the individual towards independence.

[5.1 Dressing and Grooming](#)
[5.2 Consumer Awareness](#)

[5.3 Home Maintenance](#)
[5.4 Safety](#)

[5.5 Food Safety](#)
[5.6 Food Preparation](#)

5 - Daily Living Skills Continuum

5.1. Dressing and Grooming				
5.1.A. Level A	5.1.B. Level B	5.1.C. Level C	5.1.D. Level D	5.1.E. Level E
(ref: PA Academic Standard 6.2.A.3: Markets and the Functions of Governments)				
5.1.A.1 Identify suitable clothing for appropriate body parts	5.1.B.1 Choose appropriate clothing to match environmental conditions	5.1.C.1 Choose appropriate clothing to match situations	5.1.D.1 Dress appropriately with assistance	5.1.E.1 Dress appropriately for situation and environment, without assistance
(ref: PA Academic Standard: 6.2.A.3: Markets and the Functions of Governments) (ref: PA Academic Standard: 10.2.A.3 – 10.2.A.12: Healthful Living) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management)				
5.1.A.2 Identify personal grooming aids by name and/or function	5.1.B.2 Use grooming aids, with assistance	5.1.C.2 Use grooming aids when directed	5.1.D.2 Evaluate personal need for grooming aids	5.1.E.2 Initiate use of grooming aids as needed, without assistance (e.g. deodorant, feminine hygiene, shaver)
(ref: PA Academic Standard: 10.2.A.3 – 10.2.A.12: Healthful Living) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management)				
5.1.A.3 Identify daily hygiene aids by name and/or function	5.1.B.3 Practice daily hygiene routines, with assistance	5.1.C.3 Describe daily hygiene routines	5.1.D.3 Maintain daily hygiene routines with assistance	5.1.E.3 Maintain daily hygiene routines, without assistance (e.g. bathing, brushing teeth, combing hair, using make-up, shaving)

<u>5.1. Dressing and Grooming (continued)</u>				
5.1.A. Level A	5.1.B. Level B	5.1.C. Level C	5.1.D. Level D	5.1.E. Level E
(ref: PA Academic Standard: 10.2.A.3 – 10.2.A.12: Healthful Living)				
5.1.A.4 Identify processes related to situational hygiene	5.1.B.4 Practice situational hygiene, with assistance	5.1.C.4 Identify the need for situational hygiene	5.1.D.4 Maintain situational hygiene, with assistance	5.1.E.4 Maintain situational hygiene, without assistance (e.g. toileting, nasal/oral, hand washing, nail care)

<u>5.2. Consumer Awareness</u> [Cross referenced with FIL Standard 7.7.A.1 – 7.7.A.G]				
5.2.A. Level A	5.2.B. Level B	5.2.C. Level C	5.2.D. Level D	5.2.E. Level E
(ref: PA Academic Standard 6.2.A.3 – 6.2.A.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.C.3 – 6.2.C.6: Markets and the Functions of Governments) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management) (ref: PA Academic Standard 11.1.G.3 – 11.1.G.9: Financial and Resource Management)				
5.2.A.1 Identify various food venues outside the home (e.g. vending machine, cafeteria, fast food, restaurant, take-out)	5.2.B.1 Differentiate the types of food served at various venues	5.2.C.1 Select an appropriate food venue based on personal preferences and resources (<i>note: role-play if actual venue is not available</i>)	5.2.D.1 Order self-selected menu items at a food venue with assistance (<i>note: role-play if actual venue is not available</i>)	5.2.E.1 Eat-out at a venue of choice without assistance (<i>note: role-play if actual venue is not available</i>)
5.2.A. Level A	5.2.B. Level B	5.2.C. Level C	5.2.D. Level D	5.2.E. Level E
(ref: PA Academic Standard 6.2.A.3 – 6.2.A.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.C.3 – 6.2.C.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.D.3: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.E.3: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.F. 3 – 6.2.F.6: Markets and the Functions of Governments) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management) (ref: PA Academic Standard 11.1.G.3 – 11.1.G.9: Financial and Resource Management)				

5.2. Consumer Awareness (Continued)				
5.2.A.2 Identify types of businesses that offer direct consumer services (e.g. grocery, department, drug, convenience, hardware and/or discount store)	5.2.B.2 Select appropriate businesses for identified consumer needs	5.2.C.2 Select consumer products with regard to personal needs	5.2.D.2 Utilize procedural protocol, with assistance, when shopping for consumer goods (e.g. waiting in lines, putting items in a cart)	5.2.E.2 Shop for consumer goods, without assistance
(ref: PA Academic Standard 10.3.A.3 – 10.3.A.9: Safety and Injury Prevention) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management) (ref: PA Academic Standard 11.1.G.3 – 11.1.G.12: Financial and Resource Management) (ref: PA Alternate Academic Standards for Mathematics: 2.3.E.3: Use measurement in everyday situations) (ref: PA Alternate Academic Standards for Mathematics: 2.3.F.5: Use measurements in everyday situations) (ref: PA Alternate Academic Standards for Mathematics: 2.3.G.8: Use measurements in everyday situations) (ref: PA Alternate Academic Standards for Mathematics: 2.3.G.8: Use measurement in everyday situations) (ref: PA Alternate Academic Standards for Mathematics: 2.3.E.11: Use measurements in everyday situations)				
5.2.A.3 Identify modes of transportation	5.2.B.3 Identify functions/characteristics of modes of transportation	5.2.C.3 Evaluate the inter-relationship of various transportation systems in the community	5.2.D.3 Apply knowledge of transportation systems to personal transportation needs	
5.2.A. Level A	5.2.B. Level B	5.2.C. Level C	5.2.D. Level D	5.2.E. Level E
(ref: PA Academic Standard 5.3.E.3: How Government Works) (ref: PA Academic Standard 10.3.B.3 – 10.3.B.12: Safety and Injury Prevention) (ref: PA Academic Standard 13.1.D.3: Career Awareness and Preparation) (ref: PA Academic Standard 11.1.G.3 – 11.1.G.9: Financial and Resource Management)				
5.2.A.4 Identify community helpers and resources (e.g. police officers, security guards, paramedics, fire-fighters)	5.2.B.4 Match community helpers and resources to pre-determined needs	5.2.C.4 Demonstrate methods of accessing community resources (e.g. role-playing, descriptions)	5.2.D.4 Access community resources based on personal need with assistance	5.2.E.4 Access community resources based on personal need without assistance

5.3. Home Maintenance					
(ref: PA Academic Standard 6.2.A.3 – 6.2.A.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.E.3: Markets and the Functions of Governments) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management)					
5.3.A. Level A	5.3.B. Level B	5.3.C. Level C	5.3.D. Level D	5.3.E. Level E	5.3.F. Level F
5.3.A.1 Identify products by name and/or function (e.g. window cleaner, detergent)	5.3.B.1 Use products with assistance for classroom/school/home maintenance	5.3.C.1 Use products when directed for classroom / school/ home maintenance	5.3.D.1 Demonstrate safe use of products (e.g. role-playing, demonstration)	5.3.E.1 Evaluate the need for products for classroom / school / home maintenance	5.3.F.1 Initiate the use of products as needed, without assistance
5.3.A. Level A	5.3.B. Level B	5.3.C. Level C	5.3.D. Level D	5.3.E. Level E	5.3.F. Level F
(ref: PA Academic Standard 6.2.A.3 – 6.2.A.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.E.3: Markets and the Functions of Governments) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management)					
5.3.A.2 Identify mechanical tools by name and/or function (e.g. vacuum, dishwasher, washer-dryer)	5.3.B.2 Use mechanical tools with assistance for classroom / school/ home maintenance	5.3.C.2 Use mechanical tools when directed for classroom / school/ home maintenance	5.3.D.2 Demonstrate safe use of mechanical tools (e.g. role-playing, demonstration)	5.3.E.2 Evaluate the need for mechanical tools for classroom / school /home maintenance	5.3.F.2 Initiate the use of mechanical tools, as needed, without assistance
(ref: PA Academic Standard 6.2.A.3 – 6.2.A.6: Markets and the Functions of Governments) (ref: PA Academic Standard 6.2.E.3: Markets and the Functions of Governments) (ref: PA Academic Standard 11.1.F.3 – 11.1.F.12: Financial and Resource Management)					
5.3.A.3 Identify manual tools by name and/or function (e.g. mop, broom, dustpan, shovel, dust rag)	5.3.B.3 Use manual tools, with assistance for home maintenance	5.3.C.3 Use manual tools when directed for classroom / school/ home maintenance	5.3.D.3 Demonstrate safe use of manual tools (e.g. role-playing, demonstration)	5.3.E.3 Evaluate the need for manual tools for home maintenance	5.3.F.3 Initiate the use of manual tools, as needed, without assistance

5.4. Safety					
5.4.A. Level A	5.4.B. Level B	5.4.C. Level C	5.4.D. Level D	5.4.E. Level E	
(ref: PA Academic Standard 10.3.A.3 – 10.3.A.12: Safety and Injury Prevention)					
5.4.A.1 Identify basic safety concepts associated with all environments (e.g. hot-cold, sharp-dull, pushing chairs in-out, putting scissors away, awareness of electrical items)	5.4.B.1 Demonstrate basic safety concepts associated all environments with assistance (e.g. role-playing, exhibition)	5.4.C.1 Demonstrate basic safety concepts associated with all environments without assistance	5.4.D.1 Evaluate all environments throughout the day for potential safety hazards	5.4.E.1 Initiate strategies to resolve safety hazards in all environments	
5.4.A. Level A	5.4.B. Level B	5.4.C. Level C	5.4.D. Level D	5.4.E. Level E	5.4.F. Level F
(ref: PA Academic Standard 10.3.C.3 – 10.3.C.9: Safety and Injury Prevention)					
5.4.A.2 Demonstrate awareness of personal space (e.g. comfort zones, walking zones, visual zones, arrival of new person in classroom, students sitting/standing too close together)	5.4.B.2 Distinguish between appropriate and inappropriate interactions in all environments (e.g. strangers or somebody new in the classroom / school / community environment)	5.4.C.1 Demonstrate preventive strategies to avoid social hazards, with assistance (e.g. role-playing, social stories, circle program, photographs)	5.4.D.2 Demonstrate strategies to manage inappropriate social interaction, with assistance (e.g. conflict resolution, talk with trusted adult)	5.4.E.2 Maintain safety in all environments with assistance	5.4.F.2 Maintain safety in all environments without assistance
(ref: PA Academic Standard 10.3.A.3 – 10.3.A.12: Safety and Injury Prevention) (ref: PA Academic Standard 10.3.C.3 – 10.3.C. 9: Safety and Injury Prevention)					
5.4.A.3 Identify surroundings (e.g. home, school, playground)	5.4.B.3 Identify physical safety cues (e.g. exit signs, stairs, elevator, fire alarm)	5.4.C.3 Respond to physical safety cues, given various surroundings	5.4.D.3 Distinguish between safe and unsafe environments	5.4.E.3 Maintain physical safety in all environments with assistance	5.4.F.3 Maintain physical safety in all environment without assistance

5.5. Food Safety			
5.5.A. Level A	5.5.B. Level B	5.5.C. Level C	5.5.D. Level D
(ref: PA Academic Standard 11.3.B.3 – 11.3.B.6: Food Science and Nutrition)			
5.5.A.1 Demonstrate personal hygiene specific to handling food, with assistance <ul style="list-style-type: none"> ▪ Washing hands ▪ Re-washing hands when contaminated ▪ Sneeze control 	5.5.B.1 Demonstrate personal hygiene specific to handling food, without assistance <ul style="list-style-type: none"> ▪ Washing hands ▪ Re-washing hands when contaminated ▪ Sneeze control 	5.5.C.1 Explain the importance of personal hygiene specific to food handling	
(ref: PA Academic Standard 11.3.F.6 – 11.3.F.9: Food Science and Nutrition)			
5.5.A.2 Demonstrate environmental sanitation procedures specific to handling food, with assistance (e.g. containers, sink, cooking surfaces, cutting surfaces, cutlery, utensils, dishes, pots, etc.)	5.5.B.2 Demonstrate environmental sanitation procedures specific to handling food, without assistance (e.g. containers, sink, cooking surfaces, cutting surfaces, cutlery, utensils, dishes, pots, etc.)	5.5.C.2 Explain the importance of environmental sanitation procedures specific to handling food	
(ref: PA Academic Standard 11.3.B.3 – 11.3.B.6: Food Science and Nutrition)			
5.5.A.3 Identify appropriate places for food storage <i>(note: use pictures of pretend storage areas if actual kitchen is not available)</i>	5.5.B.3 Match foods with place of storage	5.5.C.3 Demonstrate safe food storage according to food attributes, with assistance	5.5.D.3 Demonstrate safe food storage according to food attributes, without assistance

5.6. Food Preparation [Cross referenced with FIL Standard 7.7.A.1 – 7.7.A.G]						
5.6.A. Level A	5.6.B. Level B	5.6.C. Level C	5.6.D. Level D	5.6.E. Level E	5.6.F. Level F	5.6.G Level G
(ref: PA Academic Standard 10.1.C.3 – 10.1.C.6: Concepts of Health) (ref: PA Academic Standard 11.3.C.3 – 11.3.C.6: Food Science and Nutrition) (ref: PA Academic Standard 11.3.D.3- 11.3.D.6: Food Science and Nutrition) (ref: PA Academic Standard 11.3.F.3 – 11.3.F.6: Food Science and Nutrition) (ref: PA Academic Standard 11.3.G.3 – 11.3.G.6: Food Science and Nutrition) (ref: PA Alternate Academic Standards for Mathematics: 2.3.E.5: Select and use appropriate instruments for measuring quantities) (ref: PA Alternate Academic Standards for Mathematics: 2.3.F.8: Select and use appropriate instruments for measuring quantities) (ref: PA Alternate Academic Standards for Mathematics: 2.3.D.11: Select and use appropriate instruments for measuring quantities)						
5.6.A.1 Distinguish between ready to eat foods and foods that require preparation	5.6.B.1 Match foods with appropriate tableware (e.g. soup to bowl, beverage to glass/cup)	5.6.C.1 Identify ingredients required of a simple snack	5.6.D.1 Select all utensils and appliances required to prepare a simple snack	5.6.E.1 Prepare a simple dish that requires no cooking	5.6.F.1 Prepare a dish that requires cooking/baking	5.6.G.1 Serve prepared items, given appropriate serving size and serving ware

Essential Learning Domain: Functional Literacy - Functional literacy is a method used to teach people how to function in a complex society. Functional literacy specifically targets those areas from the Pennsylvania State Standards including speaking, reading, vocabulary, and writing in the broadest sense.

[6.1 Speaking and Listening](#)

[6.3 Vocabulary and Comprehension](#)

[6.2 Reading](#)

[6.4 Writing](#)

6 - Functional Literacy

6.1. Speaking and Listening					
6.1.A. Level A	6.1.B. Level B	6.1.C. Level C	6.1.D. Level D	6.1.E. Level E	6.1.F. Level F
(ref: PA Academic Standard 1.1.F.3 -1.1.F.12: Learning to Read Independently) (ref: PA Academic Standard 1.6.A.3: Speaking and Listening) (ref: PA Academic Standard 1.6.D.3 – 1.6.D.5: Speaking and Listening)					
6.1.A.1 React to sounds/voices by acknowledging auditory source (e.g. turning head and shoulders)	6.1.B.1 Differentiate sound/voices by responding to specific auditory stimuli (e.g. recognition of name when called)	6.1.C.1 Respond to simple one-step directions and/or simple questions (e.g. ‘look’, ‘come here’, ‘go there’, ‘Where is your lunch?’)	6.1.D.1 Demonstrate understanding of prepositional conditions (e.g. in/out, on/off, up/down, etc.)	6.1.E.1 Respond to simple two-step related directions (e.g. ‘Go to the door.’ ‘Open the door.’)	6.1.F.1 Perform multi-step directions
(ref: PA Academic Standard 1.6.C.3 – 1.6.C.8: Speaking and Listening) (ref: PA Academic Standard 1.6.D.3 – 1.6.D.8: Speaking and Listening) (ref: PA Academic Standard 1.6.E.3: Speaking and Listening)					
6.1.A.2 Use expressions, gestures, and body language to communicate a message	6.1.B.2 Use words, phrases and/or pictures to label a variety of objects	6.1.C.2 Communicate a verbal message using a word, string of words and/or symbols	6.1.D.2 Communicate a clear message using two to five words	6.1.E.2 Communicate a message using a simple sentence	6.1.F.2 Communicate a message using two or more simple sentences
(ref: PA Academic Standard 1.6.A.3: Speaking and Listening) (ref: PA Academic Standard 1.6.D.3 – 1.6.D.8: Speaking and Listening) (ref: PA Academic Standard 1.6.E.3: Speaking and Listening)					
6.1.A.3 Indicate needs, wants and/or feelings through communicative responses	6.1.B.3 Respond to personally directed query with appropriate response (‘yes’, ‘no’, etc.)	6.1.C.3 Initiate request for assistance (e.g. toileting, hygiene, food, etc.)	6.1.D.3 Communicate an intended action (e.g. ‘I am sitting over here.’)	6.1.E.3 Communicate personal information (e.g. name, address, phone number)	6.1.F.3 Negotiate/problem solve to achieve desired intent

<u>6.1. Speaking and Listening (continued)</u>					
6.1.A. Level A	6.1.B. Level B	6.1.C. Level C	6.1.D. Level D	6.1.E. Level E	6.1.F. Level F
(ref: PA Academic Standard 1.6.A.3: Speaking and Listening) (ref: PA Academic Standard 1.6.C.3 – 1.6.C.8: Speaking and Listening) (ref: PA Academic Standard 1.6.D.3 – 1.6.D.8: Speaking and Listening) (ref: PA Academic Standard 1.6.E.3: Speaking and Listening)					
6.1.A.4 Attend to a story for up to five minutes	6.1.B.4 Attend to a story for more than five minutes	6.1.C.4 Repeat words, phrases or alliterative sounds in response to a story	6.1.D.4 Answer a simple question related to a story	6.1.E.4 Relate a personal experience to a story	6.1.F.4 Participate in a discussions for more than two turns (e.g. displays turn taking behaviors, attends to single topic)
(ref: PA Academic Standard 1.6.D.3 – 1.6.D.8: Speaking and Listening) (ref: PA Academic Standard 1.6.E.3: Speaking and Listening)					
6.1.A.5	6.1.B.5	6.1.C.5	6.1.D.5 Initiate conversation about a personal experience	6.1.E.5 Initiate conversation about a sequence of events related to a personal experience	6.1.F.5 Initiate a conversation by inquiring about the needs/interests or well-being on another

<u>6.2. Reading</u>					
6.2.A. Level A	6.2.B. Level B	6.2.C. Level C	6.2.D. Level D	6.2.E. Level E	6.2.F. Level F
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.A – 1.1./2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading)					
6.2.A.1 Recognize words, within sentences (e.g. signal when name/ cue is called)	6.2.B.1 Identify words with the same onset/alliteration – beginning sounds (e.g. matching, select odd-word out)	6.2.C.1 Identify words that rhyme (e.g. matching, select odd-word-out)	6.2.D.1 Generate words that are alliterative, having same onset/beginning sounds	6.2.E.1 Generate pseudo words/real word that rhyme	6.2.F.1 Identify beginning and ending sounds in isolation (e.g. ‘What begins the word ‘hat’? /h/)
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.A.3 – 1.1/2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading)					

<u>6.2 Reading (continued)</u>					
6.2.A.2	6.2.B.2	6.2.C.2	6.2.D.2 Identify the number of phoneme sounds in words/segmentation (e.g. 'How many sounds in 'hat'?)	6.2.E.2 Blend sounds together to make a word (e.g. Given the letter sounds /h/, /a/, /t/ blend the sounds to get the word 'hat'.	6.2.F.2 Exchange letter sounds within words/substitution and deletion (e.g. Change the /h/ in 'hat' to /f/; drop the /h/ in 'hat')
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.A.3 – 1.1/2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.B.3 – 2.1/2.B.11: Demonstrate an understanding of one-to-one correspondence)					
6.2.A.3 Match object to object	6.2.B.3 Match object to photo/likeness of object	6.2.C.3 Match picture to similar picture	6.2.D.3 Match picture to activity (e.g. match picture of food to lunchtime)	6.2.E.3 Associate abstract symbol with concept (e.g. cereal brand on coupon with product)	6.2.F.3 Match word to word
6.2.A. Level A	6.2.B. Level B	6.2.C. Level C	6.2.D. Level D	6.2.E. Level E	6.2.F. Level F
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.A.3 – 1.1/2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading)					
6.2.A.4	6.2.B.4	6.2.C.4	6.2.D.4 Match upper/lower case letters	6.2.E.4 Name upper/lower case letters	6.2.F.4 Match letter names to letter sounds
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.A.3 – 1.1/2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.A.3 – 2.1/2.A.11: Attends)					

<u>6.2 Reading (continued)</u>					
6.2.A.5 Track visually, auditorily, and /or tactually in a horizontal and vertical pattern	6.1.B.5 Orient pictures to correct horizontal and vertical position	6.1.C.5 Orient print materials (e.g. books) to correct horizontal and vertical position	6.1.D.5 Focus on features of specific objects in a context (e.g. pictures or words)	6.1.E.5 Manipulate print materials appropriately (e.g. turn pages, scan and locate selections,/pictures/words)	
(ref: PA Academic Standard 1.1.C.3: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.A.3 – 1.1/2/3.A.11: Use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words during reading) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.B.3 – 1.1/2/3.B.11 - Acquire a reading vocabulary by identifying and correctly using words)					
6.2.A.6 Recognize name	6.2.B.6 Build two letter words with predictable phonetic patterns	6.2.C.6 Build mono-syllabic words within a word family that have predictable phonetic patterns	6.2.D.6 Build mono-syllabic words with predictable phonetic patterns	6.2.E.6 Match picture to word	6.2.F.6 Read pre-determined number of words

<u>6.3. Vocabulary and Comprehension</u>						
6.3.A. Level A	6.3.B. Level B	6.3.C. Level C	6.3.D. Level D	6.3.E. Level E	6.3.F. Level F	6.3.G. Level G
(ref: PA Academic Standard 1.1.F.3 – 1.1.F.12: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.B.3 – 1.1/2/3.B.11 - Acquire a reading vocabulary by identifying and correctly using words) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.C.3 – 1.1/2/3.C.11 – Demonstrate fluency and comprehension in reading)						
6.3.A.1 Identify an object based on an attribute (e.g. matching, sorting, odd-one-out)	6.3.B.1 Match similar objects or pictures, based on an attribute (e.g. beach ball, globe, orange)	6.3.C.1 Match objects or pictures based on relationships (e.g. 'bucket' matched with 'shovel'; 'straw' matched with 'glass')	6.3.D.1 Match objects or pictures based on conceptual associations (e.g. 'hat' matched with 'head'; 'shoe' matched with 'foot')	6.3.E.1 Identify common sight words by name, given visual cues (e.g. <Dog> as the tail of the letter g is like a dog's tail)	6.3.F.1 Identify concepts represented by common sight words	6.3.G.1 Read pre-determined number of sight words
(ref: PA Academic Standard 1.1.F.3 – 1.1.F.12: Learning to Read Independently) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.B.3 – 1.1/2/3.B.11: Acquire a reading vocabulary by identifying and correctly using words)						

<u>6.3 Vocabulary and Comprehension (continued)</u>					
6.3.A.2	6.3.B.2	6.3.C.2	6.3.D.2 Identify environmental print (e.g. STOP, McDonalds, Target, etc.)	6.3.E.2 Recognize survival words (e.g. job instructions, work schedules, danger symbols)	6.3.F.2 Label objects, pictures or actions with functional words
(ref: PA Academic Standard 1.6.B.3: Speaking and Listening) (ref: PA Alternate Academic Standards for Reading: 1.1/2/3.D.3- 1.1/2/3.D.11: Demonstrate after reading understanding and interpretation of both fiction and nonfiction text)					
6.3.A.3	6.3.B.3	6.3.C.3	6.3.D.3 Sequence objects/pictures/words in a linear fashion	6.3.E.3 Tell story about a sequence of objects/pictures/words	6.3.F.3 Follow sequence of simple picture/written directions (e.g. recipe/work routine)
6.3.A. Level A	6.3.B. Level B	6.3.C. Level C	6.3.D. Level D	6.3.E. Level E	6.3.F. Level F
(ref: PA Academic Standard 1.1.G.3: Learning to Read Indecently) (ref: PA Academic Standard 1.3.B.3: Reading, Analyzing and Interpreting Literature) (ref: PA Academic Standard 1.6.B.3: Speaking and Listening) (ref: PA Alternate Academic Standards for Reading 1.1/2/3.C.3 – 1.1/2/3.C.11: Demonstrate fluency and comprehension in reading)					
6.3.A.4	6.3.B.4	6.3.C.4 Identify main characters in a story	6.3.D.4 Distinguish between parts of a story (e.g. what when, where, why, how)	6.3.E.4 Respond to questions related to a story (e.g. “What happened before x?”; “What happened after y?”)	6.3.F.4 Express opinion about a story (e.g. “What do you think will happen next?”)

6.4. Writing					
6.4.A. Level A	6.2.B. Level B	6.4.C. Level C	6.4.D. Level D	6.4.E. Level E	6.4.F. Level F
6.4.A.1 Reach for objects	6.4.B.1 Grasp/hold objects and use purposefully	6.4.C.1 Indicate specific item through purposeful movement (e.g. finger, eye, elbow, head)	6.4.D.1 Position objects in designated places with accuracy	6.4.E.1 Perform complex motor tasks using manipulatives (e.g. fasteners, clothespins, handles)	6.4.F.1 Grasp writing tool/adaptive tool and manipulate with purposeful movements
6.4.A.2	6.4.B.2	6.4.C.2 Mark on paper within boundaries (drawing, tracing, writing)	6.4.D.2 Copy letters/letter sequence using appropriate writing tool/adaptive tool	6.4.E.2 Copy words using appropriate writing tool/adaptive tool	6.4.F.2 Print letters with purposeful movement using appropriate writing tool/adaptive tool
6.4.A.3 Print first and last name from a model	6.4.B.3 Print words and sentences from a model (e.g. street name, city, abbreviation for state)	6.4.C.3 Print numerals 0-9, from a model	6.4.D.3 Print address and phone number from model	6.4.E.3 Print first and last name, address and phone number without model	6.4.F.3 Write signature in a designated area
6.4.A. Level A	6.2.B. Level B	6.4.C. Level C	6.4.D. Level D	6.4.E. Level E	6.4.F. Level F
(ref: PA Academic Standard 1.4.A.3: Types of Writing) (ref: PA Academic Standard 1.4.B.3: Types of Writing) (ref: PA Academic Standard 1.4.C.3: Types of Writing) (ref: PA Academic Standard 1.5.C.3: Quality of Writing)					
6.4.A.4	6.4.B.4	6.4.C.4	6.4.D.4 Compose a list (e.g. pictorial, symbolic, word) for a specific purpose (e.g. favorite colors, favorite food)	6.4.E.4 Record events in a simple sequence (e.g. 'morning-noon-night'; 'before-during-after')	6.4.F.4 Record events around a specific topic (retelling of a story, movie, personal event)

Essential Learning Domain: Functional Mathematics - Math is a vital tool to help organize and understand information. Through application of learned math concepts, students can explore their world in a more methodical manner and solve problems as independently as possible. The math skills and concepts learned in this section range from recognizing a sequence and anticipating routines to using a calendar and solving real life problems.

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| 7.1 Sort Objects According to Attributes | 7.5 Time and Money |
| 7.2. Identify, Extend, Create a Pattern | 7.6 Geometry |
| 7.3 Understanding Numbers | 7.7 Measurement |
| 7.4 Operations: Addition and Subtraction | 7.8 Data Analysis |

7 - Functional Mathematics

7.1. Sort Objects According to Attributes						
7.1.A. Level A	7.1.B. Level B	7.1.C. Level C	7.1.D. Level D	7.1.E. Level E	7.1.F. Level F	7.1.G. Level G
(ref: PA Alternate Academic Standards for Mathematics: 2.1/2.A.3 – 2.1/2.A.11: Attends) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.B.3- 2.1/2.B.11: Demonstrate and understanding of one-to-one correspondence) (ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics: 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics: 2.8.A.3 – 2.8.A.3.11: Recognize, describe, extend, create and replicate a variety of patterns including attribute activity, number and geometric patterns.)						
7.1.A.1 Move objects into/out of a container	7.1.B.1 Group objects as same/different	7.1.C.1 Match objects using one-to-one correspondence (e.g. color, size, weight, length, shape)	7.1.D.1 Sort objects according to one attribute (i.e. color, size, weight, length shape) using concrete objects	7.1.E.1 Arrange objects according to size	7.1.F.1 Sort objects according to categories (e.g. food, tools, clothing)	7.1.G.1 Sort objects according to two or more attributes (i.e. color, size, weight, length, shape) using concrete objects

7.2. Identify, Extend, Create a Pattern						
7.2.A. Level A	7.2.B. Level B	7.2.C. Level C	7.2.D. Level D	7.2.E. Level E	7.2.F. Level F	7.2.G. Level G
(ref: PA Academic Standard 2.1.H.3: Numbers, Number Systems, and Number Relations) (ref: PA Academic Standard 2.8.A.3 – 2.8.A.5: Algebra and Functions) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.B.3- 2.1/2.B.11: Demonstrate and understanding of one-to-one correspondence) (ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics: 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics: 2.8.A.3 – 2.8.A.3.11: Recognize, describe, extend, create and replicate a variety of patterns including attribute activity, number and geometric patterns.)						

<u>7.2 Identify, Extend, Create a Pattern (continued)</u>						
7.2.A.1 Reproduce a repeated event (e.g. clapping sequence), with prompt	7.2.B.1 Reproduce a repeated event (e.g. clapping sequence) without prompt	7.2.C.1 Match a line of a single object, shape, design or number	7.2.D.1 Extend a regular pattern (AA) by adding on the next item (e.g. object, shape, number, letter, sounds)	7.2.E.1 Extend an alternating pattern (AB or ABC) by adding on the next item (e.g. object, shape, number, letter, sounds)	7.2.F.1 Supply a missing element in a repeating pattern (e.g. fork, knife, spoon, fork, __, spoon)	7.2.G.1 Create a repeating pattern using objects, shapes, numbers, letters or sounds

<u>7.3. Understanding Numbers</u>						
7.3.A. Level A	7.3.B. Level B	7.3.C. Level C	7.3.D. Level D	7.3.E. Level E	7.3.F. Level F	7.3.G. Level G
(ref: PA Academic Standard 2.1.H.3: Numbers, Number Systems and Number Relations) (ref: PA Academic Standard 2.1.C.3: Numbers, Number Systems and Number Relations) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.D.3 – 2.1/2.D.11: Use concrete objects to count, order, and group) (ref: PA Alternate Academic Standards for Mathematics: 2.1.K.5: Use estimation skills to arrive at a conclusion) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.M.8-2.1/2.M.11: Use estimation skills to arrive at conclusions) (ref: PA Alternate Academic Standards for Mathematics: 2.6/7.B.3 – 2.6/7.B.11: Analyze data using the concepts of largest, smallest, most often, least often, middle)						
7.3.A.1 Match groups having equal numbers of objects up to 100	7.3.B.1 Demonstrate number concepts of one, two and three (e.g. pick one from a choice of two)	7.3.C.1 Show a set of items	7.3.D.1 Demonstrate concept of more and one more	7.3.E.1 Compare sets to determine more or less	7.3.F.1 Distribute items into equal sets (e.g. one milk carton per student, one place setting per customer)	7.3.G.1 Demonstrate concept of none
(ref: PA Academic Standard 2.1.A.3: Numbers, Number Systems and Number Relationships) (ref: PA Academic Standard 2.1.G.3: Numbers, Number Systems and Number Relations) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.D.3 – 2.1/2.D.11: Use concrete objects to count, order, and group)						
7.3.A.2 Count to ten using concrete objects (e.g. pennies, unifix cubes, buttons)	7.3.B.2 Count out requested number of objects up to ten, using concrete objects	7.3.C.2 Count to 100, using concrete objects	7.3.D.2 Demonstrate understanding that the final number said, when counting, is the quantity of the set	7.3.E.2 Count out requested number of objects up to one hundred, using concrete objects		

<u>7.3. Understanding Numbers (continued)</u>						
7.3.A. Level A	7.3.B. Level B	7.3.C. Level C	7.3.D. Level D	7.3.E. Level E	7.3.F. Level F	7.3.G. Level G
(ref: PA Academic Standard 2.1.A.3: Numbers, Number Systems and Number Relationships) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.D.3 – 2.1/2.D.11: Use concrete objects to count, order, and group)						
7.3.A.3 Count using a random order of numbers, without concrete objects	7.3.B.3 Count using a sequential order of numbers, without concrete objects	7.3.C.3 Count forward by ones from a given number	7.3.D.3 Skip count by 2s, 5s, and 10s to 100	7.3.E.3 Count sequentially from 1 to 100		
(ref: Alternate Academic Standards for Mathematics: 2.1/2.E.3 – 2.1/2.E: Use whole numbers and fractions to represent quantities) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.G.3 – 2.1/2.G.11: Apply place-value concepts and numeration to counting, ordering and grouping)						
7.3.A.4 Discriminate numerals from other printed symbols	7.3.B.4 Match numerals to numerals	7.3.C.4 Read number symbols 0-10	7.3.D.4 Match number of objects to number symbol , up to ten	7.3.E.4 Recognize the numeral for a two digit number	7.3.F.4 Read and label a two digit number	7.3.G.4 Read and label three digit numbers
(ref: PA Academic Standard: 2.11.A.3 – 2.11.A.5: Concepts of Calculus) (ref: PA Academic Standard 2.1.B.3: Numbers, Number Systems and Number Relationships) (ref: PA Alternate Academic Standards for Mathematics: 2.1/2.H.3 – 2.1/2.H.11: Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols)						
7.3.A.5 Identify number words one through ten	7.3.B.5 Match numeral to number words, one through ten	7.3.C.5 Match numeral to quantity, one through ten	7.3.D.5 Match number word to quantity, one through ten	7.3.E.5 Print numbers, one through ten, with purposeful movement using appropriate writing tool/adaptive tool	7.3.F.5 Match numeral and number words to quantities greater than ten	7.3.G.5 Print numbers greater than ten with purposeful movement, using appropriate writing tool/adaptive tool

7.3. Understanding Numbers (continued)		
7.3.A. Level A	7.3.B. Level B	7.3.C. Level C
(ref: PA Alternate Academic Standards for Mathematics: 2.1/2.D.3-2.1/2.D.11: Use concrete objects to count, order and group)		
7.3.A.6 Identify first and last	7.3.B.6 Locate object of an ordinal number (i.e. left to right progression) in groups up to ten (e.g. first/last chair, second book)	7.3.C.6 Follow directions with ordinal numbers (e.g. "Meet you on the 4 th floor." "Get off at the second bus stop.")

7.4. Operations: Addition and Subtraction						
7.4.A. Level A	7.4.B. Level B	7.4.C. Level C	7.4.D. Level D	7.4.E. Level E	7.4.F. Level F	7.4.G. Level G
(ref: PA Alternate Academic Standards for Mathematics 1.1/2.C.3 – 1.1/2.C.11: Count, compare and make change using a collection of coins and one-dollar bills)						
(ref: PA Alternate Academic Standards for Mathematics: 1.1/2.I.5 – 1.1/2.I.11: Apply addition and subtraction in everyday situations)						
(ref: PA Alternate Academic Standards for Mathematics: 1.1/2.J.5: Demonstrate the concept of multiplication as repeated addition)						
(ref: PA Alternate Academic Standards for Mathematics: 1.1/2.J.8 – 1.1/2.J.11: Develop and apply algorithm to solve work problems)						
(ref: PA Alternate Academic Standards for Mathematics: 1.8.C.3 – 1.8.C.8: Use concrete objects and symbols to model the concepts of variables, expressions, equations and inequities)						
(ref: PA Alternate Academic Standards for Mathematics: 1.8.C.11: Create a story to match a given combination of symbols and numbers)						
7.4.A.1 Combine sets by using concrete objects and drawing pictures	7.4.B.1 Increase an amount by using concrete objects and drawing pictures	7.4.C.1 Represent addition situations with concrete objects and/or pictures	7.4.D.1 Understand addition with sums less than or equal to ten	7.4.E.1 Understand addition with sums greater than ten	7.4.F.1 Understand addition of 2-digit and 1 digit numbers	7.4.G.1 Use addition skills to solve problems (e.g. checkbook balances, using a calculator, compute costs)

<u>7.4. Operations: Addition and Subtraction (continued)</u>						
7.4.A. Level A	7.4.B. Level B	7.4.C. Level C	7.4.D. Level D	7.4.E. Level E	7.4.F. Level F	7.4.G. Level G
(ref: PA Alternate Academic Standards for Mathematics 1.1/2.C.3 – 1.1/2.C.11: Count, compare and make change using a collection of coins and one-dollar bills) (ref: PA Alternate Academic Standards for Mathematics: 1.1/2/I.5 – Apply addition and subtraction in everyday situations) (ref: PA Alternate Academic Standards for Mathematics: 1.8.C.3 – 1.8.C.8: Use concrete objects and symbols to model the concepts of variables, expressions, equations and inequities) (ref: PA Alternate Academic Standards for Mathematics: 1.8.C.11: Create a story to match a given combination of symbols and numbers)						
7.4.A.2 Separate a set by using concrete objects and drawing pictures	7.4.B.2 Take away one from a set by using concrete objects and drawing pictures	7.4.C.2 Represent subtraction situations with concrete objects and/or pictures	7.4.D.2 Understand subtraction with numbers less than or equal to ten	7.4.E.2 Understand subtraction with numbers greater than ten	7.4.F.2 Understand subtraction of 1 digit numbers from 2-digit numbers	7.4.G.2 Use subtraction skills to solve problems (e.g. checkbook balances, using a calculator, compute costs)
(ref: PA Alternate Academic Standards for Mathematics: 1.1/2.F.3 – 1.1/2.F.11: Use drawings, diagrams or models to show the concepts of fraction as part of a whole.)						
7.4.A.3 Divide a set into unequal parts	7.4.B.3 Represent the concept of a fraction as a part of a whole with concrete objects and/or pictures	7.4.C.3 Divide a set into two equal parts	7.4.D.3 Locate equally divided fractional parts of a whole (e.g. “Which cup is half full?”)	7.4.E.3 Locate a concrete object or picture which represents a specified number of parts of a whole	7.4.F.3 Divide a set into a specified number of parts	

<u>7.5. Time and Money</u>						
7.5.A. Level A	7.5.B. Level B	7.5.C. Level C	7.5.D. Level D	7.5.E. Level E	7.5.F. Level F	7.5.G. Level G
7.5.A.1 Recognize/anticipate an event that occurs regularly (e.g. repeated ringing of bell)	7.5.B.1 Recognize changes in the environment (e.g. day/night)	7.5.C.1 Show awareness of time related symbols/objects (e.g. clock, calendar)	7.5.D.1 Understand symbolic representation of daily activities (e.g. calendar box, pictorial schedule)	7.5.E.1 Follow a daily routine/schedule	7.5.F.1 Understand that routine has been changed and is able to follow change	

7.5. Time and Money (continued)

(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.8 - 2.3.B.11: Determine and compare elapsed times)

7.5.A.2 Describe past events	7.5.B.2 Sequence events	7.5.C.2 Identify the days of the week	7.5.D.2 Name the current day of the week	7.5.E.2 Identify yesterday, today and tomorrow	7.5.F.2 Distinguish between weekday and weekend	7.5.G.2 Describe event times using general terms (e.g. day/night; morning/evening/night; today/tomorrow/yesterday)
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(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.8 – 2.3.B.11: Determine and compare elapsed times)

7.5.A.3 Describe different rates of movement (e.g. fast, slow)	7.5.B.3 Label seasons (e.g. winter, spring, summer, fall)	7.5.C.3 Name own date of birthday	7.5.D.3 Use the calendar to recognize days, weeks, months and seasons	7.5.E.3 Name the current month	7.5.F.3 Locate birthday on calendar	7.5.G.3 Name holidays and special events using a calendar
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(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.8 – 2.3.B.11: Determine and compare elapsed times)

7.5.A.4 Compare time intervals (e.g. more time/less time)	7.5.B.4 Use words to describe duration of time (e.g. long, short, week. Month)	7.5.C.4 Understand amount of time required to complete a task				
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7.5.A. Level A	7.5.B. Level B	7.5.C. Level C	7.5.D. Level D	7.5.E. Level E	7.5.F. Level F	7.5.G. Level G
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(ref: PA Alternate Academic Standards: 2.3.A.3 – 2.3.A.11: Tell time)

7.5.A.5 Identify tools associates with telling time (e.g. clock, watch)	7.5.B.5 Tell time to the hour using analog/digital clock	7.5.C.5 Tell time to the half hour using analog/digital clock	7.5.D.5 Tell time to the quarter hour using analog/digital clock	7.5.E.5 Tell time to the 5 minute increment using analog/digital clock	7.5.F.5 Tell time to the minute increment using analog/digital clock	7.5.G.5 Use time measurement to make decisions (e.g. set alarm clock, set timer for cooking, getting ready for work)
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(ref PA Academic Standard 11.1.A.3 – 11.1.A.6: Financial and Resource Management)

(ref: PA Alternate Academic Standards for Mathematics 1.1/2.C.3 – 1.1/2.C.11: Count, compare and make change using a collection of coins and one-dollar bills)

7.5 Time and Money (continued)

7.5.A.6 Differentiate between bills and coins	7.5.B.6 Differentiate between coins by attributes (metal color, size, weight, texture)	7.5.C.6 Match coins to like coins and bills to like bills	7.5.D.6 Label/name coins and bills	7.5.E.6 Identify coins and bills by values in cents and dollars	
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(ref: PA Academic Standard 11.1.A.3 – 11.1A.6: Financial and Resource Management)
 (ref: PA Academic Standard 11.1.B.3 – 11.1.B.12: Financial and Resource Management)
 (ref: PA Academic Standard 13.3.D.3 – 13.3.D.5: Career Retention and Advancement)
 (ref: PA Alternate Academic Standards for Mathematics 1.1/2.C.3 – 1.1/2.C.11: Count, compare and make change using a collection of coins and one-dollar bills)

7.5.A.7 Count on coins to sums up to ten cents	7.5.B.7 Count on coins/bills to sums beyond 10 cents	7.5.C.7 Match coins/bills to purchase an item (e.g. penny = 1¢, nickel = 5¢, dime = 10¢, quarter = 25¢, dollar = 1\$)	7.5.D.7 Use different coins/bills to show equivalent amounts	7.5.E.7 Round monetary amount to the next dollar	7.5.F.7 Determine if sufficient funds are available, given a purchase price	7.5.G.7 Follow established budget to manage personal/household expenses (e.g. groceries, clothing, bills)
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7.6. Geometry

7.6.A. Level A	7.6.B. Level B	7.6.C. Level C	7.6.D. Level D	7.6.E. Level E	7.6.F. Level F
(ref: PA Academic Standard 2.9.A.3: Geometry) (ref: PA Academic Standard 2.9.D.3: Geometry) (ref: PA Academic Standard 2.9.F.5: Geometry)					
7.6.A.1 Match shapes to like shapes in same positions (e.g. line, circle, square, triangle, rectangle, oval)	7.6.B.1 Match shapes to like shapes in different positions	7.6.C.1 Label shapes by name	7.6.D.1 Find various shapes in the environment	7.6.E.1 Determine if two figures/objects are the same shape	7.6.F.1 Determine if two shapes are congruent

7.7. Measurement [Cross-referenced with FIL Standard 5.6.A.1 – 5.6.G.1 and FIL Standard 5.2A.3 – 5.2.A.D.3]						
7.7.A. Level A	7.7.B. Level B	7.7.C. Level C	7.7.D. Level D	7.7.E. Level E	7.7.F. Level F	7.7.G. Level G
(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics 2.3.C.3 – 2.3.C.5: Determine the measurement of objects with non-standard and standard units) (ref: PA Alternate Academic Standards for Mathematics 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics 2.3.D.8: Determine the measurement of objects with non-standard and standard units)						
7.7.A.1 Identify tools associated with measurement (e.g. ruler, tape measure, etc.)	7.7.B.1 Use terms to describe length/perimeter (e.g. long, short)	7.7.C.1 Compare lengths using appropriate terms (longer than, shorter than, farther than, nearer than, same as)	7.7.D.1 Measure lengths with non-standard tools (e.g. cubes, counters, feet, hands)	7.7.E.1 Measure perimeter with non-standard tools (e.g. cubes, counters, feet, hands)	7.7.F.1 Use appropriate standard unit when describing length and distance (e.g. inch, yard, mile – centimeter, meter, kilometer)	
7.7.A. Level A	7.7.B. Level B	7.7.C. Level C	7.7.D. Level D	7.7.E. Level E	7.7.F. Level F	7.7.G. Level G
(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimension) (ref: PA Alternate Academic Standards for Mathematics 2.3.D.3 – 2.3.D.5: Use concrete objects to determine area and volume) (ref: PA Alternate Academic Standards for Mathematics 2.3.D.8: Determine the measurement of objects with non-standard and standard units) (ref: PA Alternate Academic Standards for Mathematics: 2.3.D.11: Determine the measurement of objects with non-standard and standard units) (ref: PA Alternate Academic Standards for Mathematics 2.3.E.8: Use concrete objects to determine area and volume) (ref: PA Alternate Academic Standards for Mathematics: 2.3.D.11: Use concrete objects to determine area and volume)						
7.7.A.2 Identify tools associated with measuring capacity (e.g. teaspoon, tablespoon, measuring cup)	7.7.B.2 Use terms to describe capacity (e.g. a lot, a little)	7.7.C.2 Compare volume using appropriate terms (more, less, same)	7.7.D.2 Use non-standard units as a measure of capacity (e.g. 12 paper clips to fill a cup)	7.7.E.2 Identify measuring units associated with volume capacity (e.g. teaspoon, tablespoon, cup, pint, quart, gallon, liter)	7.7.F.2 Use appropriate standards unit of measurement when describing capacity	7.7.G.2 Demonstrate understanding of conservation (e.g. when liquid is poured between containers the volume remains consistent)
(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimension) (ref: PA Alternate Academic Standards for Mathematics 2.3.D.8: Determine the measurement of objects with non-standard and standard units)						

<u>7.7. Measurement</u> [Cross-referenced with FIL Standard 5.6.A.1 – 5.6.G.1 and FIL Standard 5.2A.3 – 5.2.A.D.3] (continued)						
7.7.A.3 Identify tools associated with measuring weight (e.g. scale, balance scale)	7.7.B.3 Use terms to describe weight (e.g. heavy, light)	7.7.C.3 Compare weights using appropriate terms (e.g. heavier than, lighter than, the same as)	7.7.D.3 Use non-standards units as a measure of weight	7.7.E.3 Identify measuring units associated with weight (e.g. pounds)	7.7.F.3 Use appropriate standard units of measurement when describing weight	7.7.G.3 Demonstrate understanding of conservation (e.g. mass remains constant when shape of an object is changed – rolling a ball of clay into a cylinder)
7.7.A. Level A	7.7.B. Level B	7.7.C. Level C	7.7.D. Level D	7.7.E. Level E	7.7.F. Level F	7.7.G. Level G
(ref: PA Alternate Academic Standards for Mathematics: 2.3.B.3 – 2.3.B.5: Compare measurable characteristics of different objects on the same dimensions) (ref: PA Alternate Academic Standards for Mathematics 2.3.C.8 – 2.3.C.11: Compare measurable characteristics of different objects on the same dimension) (ref: PA Alternate Academic Standards for Mathematics 2.3.D.8: Determine the measurement of objects with non-standard and standard units)						
7.7.A.4 Identify tools associated with measuring temperature	7.7.B.4 Use terms to describe temperatures (e.g. hot, warm, cold)	7.7.C.4 Compare temperatures using appropriate terms (e.g. hotter than, warmer than, colder than)	7.7.D.4 Identify measuring units associated with temperature (e.g. degrees Fahrenheit, degrees Celsius)	7.7.E.4 Read temperature on thermometer	7.7.F.4 Use standard unit of measurement when describing temperature	7.7.G.4 Associate temperature reading with the concepts of hot/cold

<u>7.8. Data Analysis</u>			
7.8.A. Level A	7.8.B. Level B	7.8.C. Level C	7.8.D. Level D
(ref: PA Alternate Academic Standards for Mathematics: 2.6/7.A.3 – 2.6/7.A.11: Answer questions based on data shown on graphs) (ref: PA Alternate Academic Standards for Mathematics: 2.6/7.C.8 – 2.6/7.C.11: PA Alternate Academic Standards for Mathematics: Describe data sets using mean, median, mode, range) (ref: PA Alternate Academic Standards for Mathematics: 2.8.B.3 – 2.8.B.11: Describe and interpret data shown in tables and charts)			
7.8.A.1 Use a schedule or chart to predict daily routine	7.8.B.1 Use a chart to determine the likes/dislikes of a group	7.8.C.1 Use a chart to determine lesser or greater number of units per framed situation (e.g. number of people involved in an activity)	7.8.D.1 Predict and measure the most likely or least likely outcome of an event as a result of an investigation