

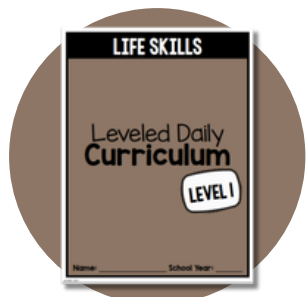


The Autism Helper.
Leveled Daily Curriculum

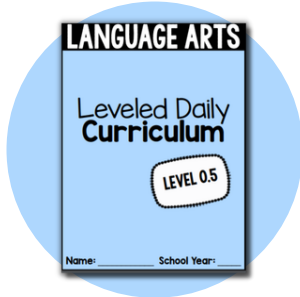
STANDARDS ALIGNMENT

Sasha Long, M.A., BCBA

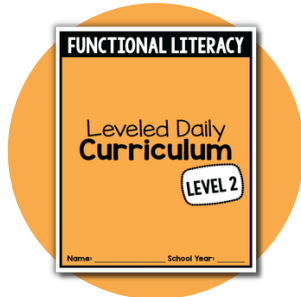




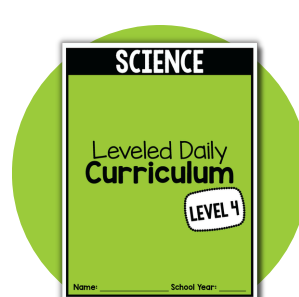
Life Skills



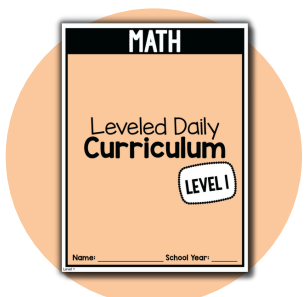
Language Arts



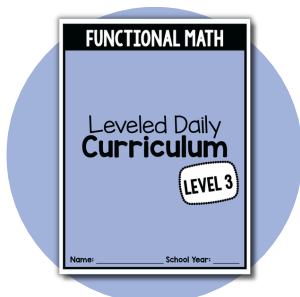
Functional Literacy



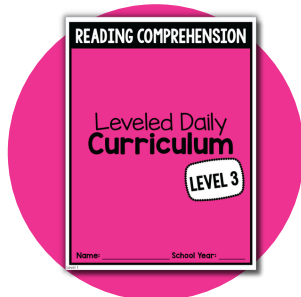
Science



Math



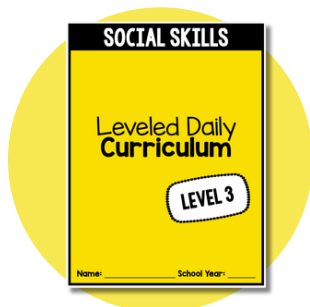
Functional Math



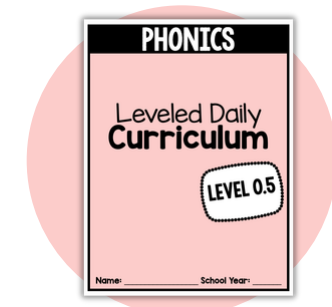
Reading Comprehension



Social Studies



Social Skills



Phonics

ABOUT

The Autism Helper's curriculum is aligned to academic standards, including Essential Elements, making it ***easy to connect your instruction to your district or state requirements.***

Each objective includes both direct alignments & prerequisite skills, so you can clearly see how students are progressing toward grade-level expectations.

These alignments ***simplify lesson planning, goal writing, & documentation.***

This sample includes multiple subject areas & units across grades K–12 within each level.

A FEW OF OUR ALIGNED STATES

CurriculumAccess			
Leveled Daily Curriculum Functional Math Texas Standards Alignment			
	Level 1	Level 2	Level 3
Unit 1	Identify #1-5 (small field)	Identifying numbers 1-90	Addition word problems
	Non-identical # match	Sequencing numbers	Time to the quarter hour
	Shapes	Greater than/less than	More, less, equal to with coins
Unit 2	Identify # 6-10 (small field)	calendar numbers/math	Subtraction word problems
	Non-identical # match	Temperature	Calendar word problems
	Numbers on calendar	Simple addition word problems (0-5)	3 digit number to word identification
Unit 3	Identify big		
	Identify # 1-10 (larger field)	Divide in half	Addition & subtraction word problems
	Number words to numeral	Match coin to price tag	Time to the five minute
Unit 4	Identify little	Simple addition word problems (0-7)	4 digit number to word identification
	Non-identical match for 2 digit numbers	Answer who, what, where questions with numbers	Double digit addition word problems
	Number words to quantity	Time to the hour	Basic units of measurement
Unit 5	Identify big/little	Simple addition word problems (0-9)	Fraction word problems
	Number words to quantity and numeral	Measure with a ruler	Double digit subtraction word problems
	Numbers on kitchen tools	Basic kitchen math	Dollar up rounding & word problems
Unit 6	Identify penny	Bar graph	Basic units of measurement
	Identify more quantity	Measure and compare	Enough/not enough word problems
	Match clocks	Match dollars with price tag	Divide into equal groups
Unit 7	Identify penny & nickel	Line graph	Adding arrays
	Identify less quantity	Match 3 coins to price	Making change word problems
	Same and different numbers	Time to the half hour	Calculator skills
Unit 8	Identify penny, nickel, and dime	Pie chart	Creating a graph (all types)
	Identify more/less quantity	Time to hour and half hour	Time and money word problems
	Identify penny, nickel, dime, quarter	Basic money word problems	Divide shape into equal parts

Alabama Alternative Standards

Alabama State Standards

Alaska State Standards

Arkansas State Standards

Arizona State Standards

Common Core State Standards

Essential Elements

Florida Alternative Standards – Access Points

Florida State Standards

Georgia State Standards

Indiana State Standards

Minnesota State Standards

Nebraska State Standards

New Jersey State Standards

Ohio State Standards

Oklahoma State Standards

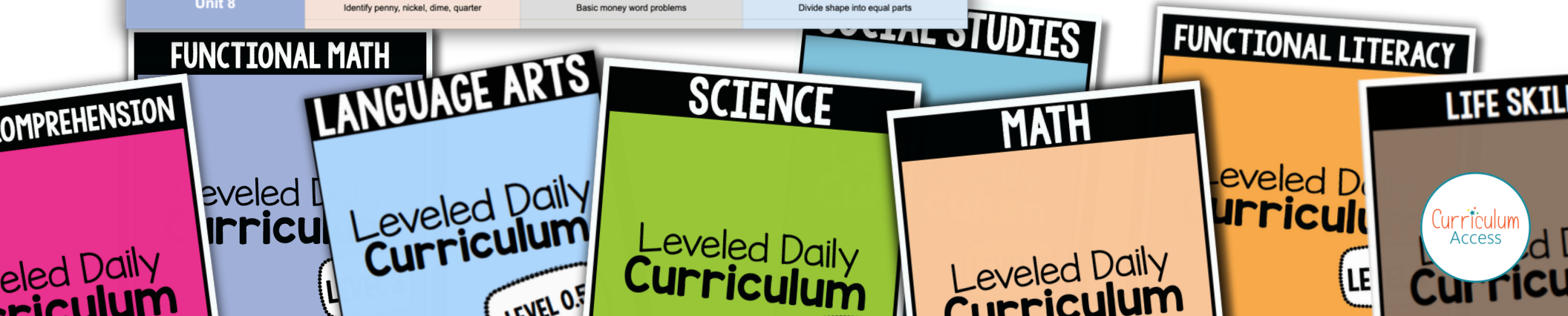
South Carolina State Standards

Tennessee State Standards

Texas – STAAR Alt. 2

← Texas – TEKS

Virginia State Standards Alignment



Common Core Standards for Functional Literacy Level 2 Unit 8

5th	Learning Target	6th	Learning Target	7th	Learning Target	8th	Learning Target
ELA.EE.L.5.4	I can demonstrate knowledge of community money management vocabulary and concepts: bank, money, credit card, spend, earn, save, gift card, check, and wallet.	ELA.EE.L.6.6	I can demonstrate knowledge of community money management vocabulary and concepts: bank, money, credit card, spend, earn, save, gift card, check, and wallet.	ELA.EE.L.7.6	Use general academic and domain-specific words and phrases across contexts.	ELA.EE.L.8.6	Use general academic and domain-specific words and phrases across contexts.
L.5.1	I can identify and appropriately use prepositions in a functional way.						

Common Core Standards for Life Skills Level 1 Unit 8

9th	Learning Targets	10th	Learning Targets	11th	Learning Targets	12th	Learning Targets
EE.HS-PS4-5	Identify how common technological devices are used for different purposes.	EE.HS-PS4-5	Identify how common technological devices are used for different purposes.	EE.HS-PS4-5	Identify how common technological devices are used for different purposes.	EE.HS-PS4-5	Identify how common technological devices are used for different purposes.
ELA.EE.L.9-10.6	Use general academic and domain-specific words and phrases across contexts.	ELA.EE.L.9-10.6	Use general academic and domain-specific words and phrases across contexts.	ELA.EE.L.11-12.4.a-c	Demonstrate knowledge of word meanings. Use context to determine the meaning of unknown words or consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	ELA.EE.L.11-12.4.a-c	Demonstrate knowledge of word meanings. Use context to determine the meaning of unknown words or consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
				ELA.EE.L.11-12.5	Demonstrate understanding of word relationships and use.	ELA.EE.L.11-12.5	Demonstrate understanding of word relationships and use.
				ELA.EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.	ELA.EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.

Common Core Standards for Language Arts Level 4 Unit 8

Kindergarten	Learning Targets	1st	Learning Targets	2nd	Learning Targets	3rd	Learning Targets	4th	Learning Targets	5th	Learning Targets
RL.K.1	I can ask and answer questions with support	RL.1.1	I can ask and answer questions about key details	RL.2.1	I can ask and answer questions about key details	RL.3.1	I can ask and answer questions about key details	RL.4.1	I can use details to answer questions about a text	RL.5.5	I can answer questions using the text
RI.K.1	I can ask and answer questions with support	RI.1.6	Identify who is telling the story	RI.2.6	I can identify point of view	RI.3.6	I can identify point of view	RI.4.3	I can use decoding skills to read words	RI.5.3	I can use decoding skills to read words
*RL.K.1.0	I can engage in group reading activities	RF.1.1	I can understand basic features of print	RF.2.3	I can decoding skills to read new words	RF.3.3	I can use decoding skills to read words	RF.4.4	I can read with accuracy and fluency to answer questions	RF.5.4	I can read with accuracy and fluency to answer questions
		RF.1.3	I can use decoding skills to read new words	RF.2.4	I can read with accuracy and fluency to answer questions	RF.3.4	I can read with accuracy and fluency to answer questions	RI.4.1	I can use the text to answer questions	RI.5.1	I can use the text to answer questions
		RF.1.4	I can read with accuracy and fluency to answer questions	RI.2.1	I can ask and answer questions about key details in a text	RI.3.1	I can ask and answer questions about key details in a text	L.4.1	I can use correct grammar	L.5.1	I can use correct grammar
		RI.1.1	I can ask and answer questions about key details	L.2.1	I can use correct grammar	L.3.1	I can use correct grammar	L.4.2	I can use correct capitalization, punctuation, and spelling	L.5.2	I can use correct capitalization, punctuation, and spelling
		L.1.1	I can use correct grammar	L.2.2	I can use correct capitalization, punctuation, and spelling	L.3.2	I can use correct capitalization, punctuation, and spelling	L.4.3	I can use what I know to write, speak, read or listen	L.5.3	I can use what I know to write, speak, read or listen
		L.1.2	I can use correct capitalization, punctuation, and spelling	L.2.3	I can use what I know to write, speak, read or listen	L.3.3	I can use what I know to write, speak, read or listen	L.4.4	I can learn new words	L.5.4	I can learn new words
		L.1.4	I can learn new words	L.2.4	I can learn new words	L.3.4	I can learn new words	SL.4.1*	I can share my ideas in my group	SL.5.1*	I can share my ideas in my group
		SL.1.1*	I can share my ideas in my group	SL.2.1*	I can share my ideas in my group	SL.3.1*	I can share my ideas in my group	W.4.4	I can use point of view to write a story	W.5.4	I can use point of view to write a story
		SL.1.6	I can use a complete sentence when sharing my ideas	SL.2.6	I can use a complete sentence when sharing my ideas	SL.3.6	I can use a complete sentence when sharing my ideas	W.3.4	With support, I can use point of view to write a story		

FUNCTIONAL MATH

LANGUAGE ARTS

SCIENCE

SOCIAL STUDIES

MATH

FUNCTIONAL LITERACY

LIFE SKILLS

COMPREHENSION

Leveled Daily Curriculum

Leveled Daily Curriculum

Leveled Daily Curriculum

Leveled Daily Curriculum

Leveled Daily Curriculum

Leveled Daily Curriculum

Curriculum Access

Leveled Daily Curriculum

Standards Alignment

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Collaborative for Academic, Social, and Emotional Learning (CASEL)

The Autism Helper's Social Skills curricula have learning objectives that are based on and aligned to the CASEL Framework. Objectives and skills are aligned to a range of grades for each level and unit.

Unit	Unit Theme	Curriculum Learning Objective	CASEL 5 Competency	Standard(s)
1	Foundational skills	Voice volume	Self-Management	Managing one's emotions
		Helping	Relationship Skills	Offering support and help when needed
		Personal space	Social Awareness	Recognizing situational demands and opportunities
2	Being a Good Friend	Cooperation/working together	Relationship Skills	Practicing teamwork and collaborative problem-solving
		Including others	Social Awareness	Showing concern for the feelings of others
		Praising/compliments	Relationship Skills	Communicating effectively
		Gratitude	Social Awareness	Understanding and expressing gratitude
3	Problem Solving and Flexibility	Compromising	Relationship Skills	Resolving conflicts constructively
		Apologizing	Relationship Skills	Communicating effectively
		Big vs. small problem	Responsible Decision-Making	Evaluating the consequences of one's actions
4	Sportsmanship	Winning or losing	Responsible Decision-Making	Evaluating the consequences of one's actions
		Joining/asking to play	Relationship Skills	Seeking or offering support and help when needed
5	Identifying emotions	Facial expressions	Self-Awareness	Identifying one's emotions
		Body language	Social Awareness	Taking others' perspectives
		Identifying emotions	Self-Awareness	Identifying one's emotions
		Coping strategies	Self-Management	Managing one's emotions
6	Empathy	Showing empathy for others	Social Awareness	Demonstrating empathy and compassion
		Standing up for others	Relationship Skills	Standing up for the rights of others
7	Conversation Skills	Reciprocal questions	Social Awareness	Taking others' perspectives
		Staying on topic	Self-Management	Exhibiting self-discipline and self-motivation
		Connections and commonalities	Relationship Skills	Developing positive relationships
8	Social Filter & Perspective Taking	Think before you speak	Self-Management	Using planning and organizational skills, Demonstrating self-discipline
		Perspective taking	Social Awareness	Taking others' perspectives

