

## Foreword

The following is the scope and sequence I developed to assist CBI teachers in knowing how to teach community skills, and what is appropriate at what age. It is highly based on orientation rather than techniques as it wasn't written for Visually Impaired. If you add the necessary techniques for O & M as you go along, it can help keep you focused. It also gives you lots of things to teach other than cane skills and crossing streets.

For CBI teachers I use it as a consultation guide, and thus assure my job of being needed for the consultations. It shows how all the skills infuse into the various subject areas that can be used for justification when pulling students from various classes. The little arrows (->) mean the skills continue with a higher level of proficiency. Enjoy!



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# ***ORIENTATION & MOBILITY/COMMUNITY-BASED INSTRUCTION INFUSION SCOPE AND SEQUENCE CHART***

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***Scope and Sequence by Subject Area***

## Communication (Language Arts)

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Names/locates environmental objects.	-> Identifies their purpose.	->	->
Describes relationship between environmental objects.	-> Adds entire campus to home/classroom.	-> Adds residential neighborhood.	-> Adds business and work environments.
Follows simple directions to move around environment.	->	-> Provides a set of directions.	->
Names all body parts.	-> Identifies body parts of others.	-> Becomes aware of laterality (self and others).	-> Describes position of self and objects spatially.
Identifies non-tangible clues to environmental occurrences.	-> Identifies what they may indicate.	-> Uses clues for orientation or safety/survival.	->
Speaks on telephone properly.	-> Initiates call.	-> Makes social calls to friends.	-> Makes business calls.
Acknowledges information and asks for assistance.	-> Accepts or refuses aid appropriately.	-> Conducts school/home transactions verbally.	-> Conducts business/work transactions.
Uses verbal manners.	->	->	->
Reads: name, address, and telephone numbers.	-> Begins to add safety/words and signs.	-> Increases vocabulary and reads television guide, magazines, and schedules.	-> Adds telephone book, bus schedule, maps, diagrams, forms.

## Numeric Functions (Mathematics)

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Counts/number recognition.	-> One to one correspondences. -> Concept of sets. -> Concept of odd/even. -> Understand indoor number system. -> Uses telephone/dials.	-> -> -> -> Understands indoor/outdoor number system.	->
Knows time of daily activities: i.e. breakfast in the morning, lunch at noon, dinner in the evening.	-> Knows specific time of activities. -> Recognizes time on clock.	-> -> Follows a schedule.	-> Creates schedules.
Knows measurement: near/far, big/small, long/short/tall, weight/shape, same/different.	-> Measure to more precise size - why one ball is small/one is large, etc.	-> Functionality of various sizes, time/distance awareness, degrees of turning - 90°, 180°, 360°.	-> Moves to the abstract use of maps and diagrams (lines, arcs, blocks, intersections).
Understands use of money: used to buy things, uses a token system.	->	-> Uses bills to make purchases and begins to learn value of objects (i.e.: soap - 79¢, shirt - \$10).	-> Conducts a variety of transactions involving money.
		-> Names directions on a compass.	-> Knows compass directions and what is located in their community in those directions.
Knows all of part of item.	-> Knows what proportion is present.	-> Knows how many equal parts make a whole (simple fractions).	-> Knows how to divide an item between people/packages/days, etc. (budgeting).

## Daily Living Skills (Science)

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Identifies body parts.	-> Increases by age.	->	->
Position in space of self/others/objects.	-> Increases.	-> Transfers to 2 dimensional (drawings).	-> Ability to make diagrams and maps.
Demonstrates directionality (left, right, front, back, side).	-> Increases.	-> Reverses direction on others (my left side is your right side when facing).	->
Knows positional concepts (top, bottom, middle, over, under, etc.).	-> Increases.	-> Determines how things may be different but functional.	-> Determines dysfunctional positioning.
Balances self.	-> Balances self and objects.	-> Demonstrates balance, both stationary and in movements.	->
Recognizes/differences.	->	->	->
Recognizes weather conditions.	-> Describes behavior and appropriate attire.	-> Begins to predict, after listening to weather reports.	-> Dresses and travels in appropriate attire/transportation for the weather.
Recognizes environmental differences: grass, dirt, cement.	-> Acts appropriately in different environments.	-> Selects specific environment for various activities.	-> Uses wide variety of environments.
Places trash in receptacles.	-> Describes behaviors consistent with conservation.	-> Participates in environmental clean up and experiments.	-> Behaves in an environmentally conscientious manner.

## Law/Social Interactions (Social Studies)

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Demonstrates awareness of pedestrian/traffic.	-> Describes and transverses residential neighborhoods.	-> Uses traffic controls to transverse semi-business.	-> Travels safely in all types of areas.
Knows different types of service people, i.e., police, firefighters, doctors, etc.	-> Demonstrates how to contact them.	-> Knows when it is appropriate to use their services.	->
Develops appropriate behavior for a variety of environments.	-> Continues to self-control in those environments.	-> Increases independent access of a variety of environments.	-> Conducts a variety of transactions independently.
Develops awareness of right/wrong behavior.	-> Increases.	-> Increases including more self-control.	-> Displays socially appropriate behavior independently.
Asks for assistance or information from adults.	-> Asks safe strangers.	-> Asks in unfamiliar environments.	-> Enters a business and conducts a transaction independently.
	-> Describes a variety of community transportation resources.	-> Accesses assistance with these resources.	-> Travels independently about their community.

## Personal/Recreation Skills (Health/Physical Education)

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Knows movement in space: walk, run, jump, leap, gallop.	-> Knows when/where different moves are needed.	-> Develops more sophisticated skill.	-> Uses skills in normal life and sports.
Understands area required for movement.	-> Adds games.	-> Adds dancing and sports.	->
Knows gross motor exercises.	-> Adds games.	-> Adds dancing and sports.	->
Sings songs.	-> Listens to music.	-> Identifies types of music.	-> Listens to music for pleasure.
Washes hands/face, cleans up in restroom.	-> Dresses neatly, aware of physical appearance.	-> Demonstrates hair and skin care in personal hygiene.	-> Demonstrates shading, makeup, style.
Makes choice of entertainment: television, movie, music, game, hobby, etc.	->	->	->
		Begins food preparation.	-> Increases independence and variety of choices.

## Fine Art

Pre-Kinder/Kinder (0-5)	Elementary (6-11)	Middle School (12-15)	High School (16-21)
Colors pictures.	-> Draws pictures.	-> Draws abstract pictures.	-> Draws/colors diagrams and maps.
	-> Transferees form concrete to abstract.	-> Creates from a concept, appreciates other's art.	-> Appreciates public art displays.
Listen/sing songs.	->	-> Listens to professional musicians.	-> Identifies various types of music.
		-> Becomes aware of cultural differences of art, music, architecture, etc.	-> Attends cultural exhibits.

