



Special Diploma

**Performance Objectives
for
Elementary Students**

Florida Department of Education

This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, 628 Turlington Bldg., Tallahassee, Florida 32399-0400.

telephone: (850) 488-1879

FAX (850) 487-2679

Suncom: 278-1879

email: cicbiscs@mail.doe.state.fl.us

website: <http://www.firn.edu/doe/commhome/>

Performance Objectives for Elementary Students

**Sunshine State Standards
Special Diploma**

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
2002

This product was developed by the Accommodations and Modifications Project, through the Center for Performance Technology, Florida State University, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

**Florida Department of Education
Bureau of Instructional Support and Community Services**

Shan Goff, Chief

Michele Polland, Administrator, ESE Program Development and Services

Lezlie Cline, Program Director, ESE Program Development and Services

Appreciation is extended to the following individuals for their review of this product.

Mike Muldoon Department of Education	Dawn Collins-Gierak Citrus County	Debby Houston Florida State Univ.	Cathy Orlando Miami-Dade
Paula Aldridge-Oakes Gulf County	Margaret Ellmer Gulf County	Cathy Johnson Liberty County	Geri Perchard Pasco County
Theresa Allen Volusia County	Tonja Estes Leon County	Sherry Johnson Duval County	Kim Randall Bay County
Tammy Ashurst Volusia County	Cathy Felty Bay County	Bob Kent Pinellas County	Denise Rusnak Broward County
Donna Barber Jackson County	Mary Flowers Liberty County	Debbie Mayewski Leon County	Laura Shawley Pinellas County
Linda Becker Putnam County	Marie Fontana Hillsborough County	Cindy McKinnon Sarasota County	Jan Showalter Hillsborough
Bennett Buckles St. Lucie County	Meredith Fredeking Duval County	Teresa Mitchell Holmes County	Kristin Sims Jackson County
Jackie Choo Pasco County	Susan Fridley Putnam County	Shirley Moates Gulf County	Mark Taunton Gulf County
Helen Crawford Pasco County	Linda Gildner Bay County	Toni Ann Noyes Hernando County	Jan Thomas Florida State U.

Copyright
State of Florida
Department of State
2002

Diedre Wingate
Leon County

Authorization for reproduction is hereby granted to the state system of public education as defined in section 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the state system of public education without prior approval in writing.

Table of Contents

Performance Objectives for Elementary Students

Introduction 1

Curriculum and Learning Environment

Sunshine State Standards

Standard 1..... 9

Functional Academics

Standard 1 Receptive Language..... 13

Standard 2 Expressive Language..... 31

Standard 3 Mathematics 41

Standard 4 Problem Solving..... 67

Life Work

Standard 1 Preparation for Work 73

Standard 2 Workplace Competencies 79

Independent Functioning

Personal Care

Standard 1 Productive and Leisure Activities 85

Standard 2 Community Resources 97

Self-Management

Standard 1	Making Choices	103
Standard 2	Personal Conduct.....	107

Social and Emotional Behavior

Working with Others

Standard 1	Working in Groups.....	115
Standard 2	Interpersonal Skills	121

Communication

Communicating with Others

Standard 1	Effective Communication	127
------------	-------------------------------	-----

Introduction

The Sunshine State Standards for Special Diploma reflect the levels of assistance and curriculum modifications needed to address unique needs that result from a student's disability. These standards should be used in conjunction with appropriately modified benchmarks or grade level expectations in the seven academic areas of the Sunshine State Standards.

The Performance Objectives for Elementary Students for the Sunshine State Standards for Special Diploma have been developed to assist teachers in planning and monitoring progress of students with disabilities in elementary programs. These objectives are intended only for students who require a modified curriculum.

What is a Modified Curriculum?

A modified curriculum is one that reflects substantial changes to the outcomes or expectations. Modifications to outcomes for students with disabilities are determined by their IEP team and may include partial completion of requirements, curriculum expectations below age or grade level, or alternate curriculum goals. Generally, these students will ultimately be working for a special diploma.

Partial Completion of Requirements

At the elementary level, partial completion of requirements is generally limited to specific elements of concepts and skills within a certain subject area. For example, a student who has difficulty recognizing and understanding all of the abstract symbols and signs used in mathematics may be required to learn only the most commonly used ones. This type of modification must be used with great caution. Students must acquire all of the knowledge and skills needed to adequately progress in middle and high school.

In high school, academic or basic course requirements cannot be modified for students with a disability if that course is used to meet requirements for a standard diploma. If the student is not working toward a standard diploma, requirements may be modified on an individual basis. Remember that a modified academic or basic course will not meet graduation requirements for a standard diploma.

Vocational programs and courses are different. Modified occupational completion points (MOCPs) are selected sets of student performance standards within a vocational job preparatory program identified through the IEP process. The overall aim of using MOCPs for

students with disabilities is to maximize their opportunities to participate in vocational job preparatory programs and increase their likelihood of success in the world of work.

Curriculum Expectations Below Age or Grade Level

Many students with disabilities are making progress in the Sunshine State Standards for the academic subject areas, but not at the same rate as their classmates. A student may be working on basic skills that are far below the grade level of other students in the class.

If the achievement of an elementary student is not substantially below grade level, he or she will not need a modified curriculum. Every effort should be made to help students develop the skills and acquire the knowledge needed to pass the required courses and tests for a standard diploma. Curriculum modifications should only be used when it is determined that a standard diploma is an unrealistic goal. For most students with disabilities this decision is not made until the year the student turns age 14.

Alternate Curriculum

An alternate curriculum is another type of modified curriculum. The IEP team may decide that an individual student's priority educational needs are not addressed by the curriculum outcomes specified in the Sunshine State Standards for academic subject areas. For example, a student with disabilities may have priority educational needs that involve caring for personal needs, working with peers, and developing interpersonal communication skills. The student's annual goals on the IEP would reflect his or her priority educational needs in these areas.

Choosing alternate curriculum outcomes is not necessarily an automatic decision to pursue a special diploma. The amount of instructional time needed to accomplish alternate goals may be incorporated easily into the student's regular school program.

Making Decisions

The IEP team makes decisions about the educational program for students with disabilities. These decisions address the standards and curriculum, accommodations and modifications, statewide testing, and diploma options. The place to begin thinking about curriculum for all students, including those with disabilities, is within the general education or regular curriculum. Will the student benefit from instruction on the regular Sunshine State Standards and be able to participate in the statewide assessment program, specifically the Florida Comprehensive Assessment Test (FCAT)? The decision guidelines for a modified curriculum are similar to those used for participation in the FCAT. Consider these questions.

Guiding Questions

Does the student's demonstrated cognitive ability prevent the student from completing required coursework and achieving the regular Sunshine State Standards even with appropriate and allowable accommodations?

- ✓ If the child's *general cognitive functioning is average or above* (such as with specific learning disabilities, emotional disturbance, and other types of impairments), it is important to evaluate the child's strengths. It is through these strengths that the student will learn to cope with and compensate for his or her disability. It is strongly recommended that the Performance Objectives for Elementary Students not be used with these students.
- ✓ If the student's *general cognitive functioning is slightly below average* (in the range of educable mentally handicapped), the Performance Objectives for Elementary Students may be used with caution. The child's adaptive behavior, language development, and other capabilities need to be considered to determine specific strengths and weaknesses. In addition, the child's response to instruction and intervention may indicate greater potential.
- ✓ If the student's *general cognitive functioning is significantly below average* (in the range of trainable or profoundly mentally handicapped), it would be appropriate to use the knowledge and skills included in these Performance Objectives for Elementary Students in conjunction with the regular Sunshine State Standards.

Does the student need a modified or alternate curriculum?

- If the student's priority educational needs are primarily in the areas of personal care, independent functioning, or general socialization and communication skills, the student may need a modified or alternate curriculum. This may also be necessary when the student requires extensive direct instruction to apply and transfer skills and competencies needed for domestic, community living, leisure, and vocational activities.

Performance Objectives for Elementary Students

The Performance Objectives for Elementary Students are formatted in the same way as the *Course Descriptions for Exceptional Student Education, Grades 6-12* (1998, Florida Department of Education). The course descriptions include a statement of major content and concepts, a special note, and a list of course requirements with suggested performance objectives. Copies of the *Course Descriptions for Exceptional Student Education, Grades 6-12* are available for downloading on the Florida Department of Education website at this address:

<http://www.firn.edu/doe/commhome/pub-home.htm>

Standards and Benchmarks

The Performance Objectives for Elementary Students are provided for each standard in the Sunshine State Standards for Special Diploma. The standard and benchmarks are listed at the beginning of the section. A numbered set of bolded statements similar to the requirements used in the course descriptions is provided for each standard. The related benchmarks for the Sunshine State Standards for Special Diploma are indicated in parentheses at the end of the bolded statement.

Example

- 1. Identify familiar persons, objects, places, or events, actions, and other frequently used vocabulary. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)**

Functioning Levels

There is space following each bolded statement to indicate the specific types of assistive technology, guidance and support, or physical assistance necessary for each student. Information such as the name of the particular type of assistive technology or the amount of supervision that is needed can be added in this space.

Example

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

The following guidelines may be used to assist the determination of functioning level:

- ✓ For requirements/objectives mastered at the **independent level**, students are expected to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills. Students may use assistive technology as long as they are able to access and use it on their own.
- ✓ For requirements/objectives mastered at the **supported level**, mastery should be determined with consideration of the amount and type of *guidance and support* necessary for the student to perform the behavior even after demonstrating mastery. This generally consists of some type of prompting or supervision.
 - Physical prompt—touching, pointing, or other type of gesturing as a reminder
 - Verbal prompt—speaking a sound, word, phrase, or sentence as a reminder
 - Visual prompt—using special color coding, icons, symbols, or pictures as a reminder
 - Supervision—giving occasional inspection to continuous observation
- ✓ For requirements/objectives mastered at the **participatory level**, mastery should be determined with consideration of the amount and type of physical assistance necessary for the student to participate in the performance of the behavior.
 - Physical assistance—assistance from another person. This may require full physical manipulation, hand-over-hand assistance, or partial assistance. Such assistance may be provided occasionally or continuously.

Performance Objectives

The performance objectives are detailed statements of related knowledge and skills. The list of objectives begins with prerequisite or beginning skills and progresses to skills included in the PreK-2 benchmarks and grade level expectations (GLEs) for the regular Sunshine State Standards. Many of the prerequisite skills are taken from the *Comprehensive Planning Handbook, A Curriculum and Assessment Guide for Students with Moderate to Profound Mental Handicaps* developed in Broward County (2001).

Example

- 1.1. Respond with vocalizations or body movements to familiar words (for example, come, eat, dress).

The objectives that directly reflect GLEs and benchmarks for PreK-2 from the Sunshine State Standards for Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, and Applied Technology include their identification code in parentheses at the end of the statement. If more than one grade level is listed, the skill is introduced in the lowest grade level and developed through the highest grade level.

Example

- 1.2. Demonstrate understanding of vocabulary learned by listening to or reading and discussing familiar and conceptually challenging stories. (LAA113 K, 1st, 2nd)
- 1.3. Demonstrate knowledge of selected characteristics of plants and animals (for example, size, shape, color). (SCF114 K)

A seven-digit identification code is used for the benchmarks and GLEs in the Sunshine State Standards. The following chart can be used to interpret the code.

Digit	Explanation	
	General Education	Special Education
1st and 2nd	Subject Areas LA Language Arts MA Mathematics SC Science SS Social Studies HE Health PE Physical Education AT Applied Technology	Domains CL Curriculum and Learning Environment IF Independent Functioning SE Social and Emotional CO Communication
3rd	Letter for the strand	Letter for the strand
4th	Number for the standard	Number for the standard
5th	Grade level cluster	Functioning level
6th	Number for the benchmark	Number for the benchmark
7th	Expected grade level for achievement for students without disabilities K-2nd Introduced at Kindergarten and developed through grade 2 K Kindergarten 1st First grade 2nd Second grade	

A complete list of the Sunshine State Standards benchmarks and GLEs is available on the Florida Department of Education website. Documents are available for downloading at this address:

<http://www.firn.edu/doe/cgi-bin/doehome/menu.pl>

This page intentionally left blank.

Domain: Curriculum and Learning Environment
Strand: Sunshine State Standards

- Standard 1 The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.
- CL.A.1.In.1 Complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 Complete specified Sunshine State Standards with modifications with guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 Participate in activities of peers addressing Sunshine State Standards with assistance as appropriate for the individual student.

Performance Objectives for Elementary Students

- 1. Complete partial program, or grade level requirements. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Examples

- The 2nd grade student will learn to use +, -, and = signs, but is not required to learn to use the signs > and <.
- The 2nd grade student will learn to use ending punctuation for sentences, including periods, question marks, and exclamation marks, but is not required to learn use of comma in dates, series of words, or in greetings in letters.

Sunshine State Standards

Standard 1. The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

- The 5th grade student is not required to use metric measurements in science.
- The 4th grade student will learn about the government of local community, but not for the State of Florida.

2. Complete curriculum expectations substantially below grade level. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Examples

- The 5th grade student will learn beginning word recognition skills.
- The 3rd grade student will learn basic counting skills.
- The Kindergarten student will learn to respond to his or her name.
- The 1st grade student will learn to use one- and two-word phrases to communicate.

3. Complete alternate curriculum goals. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Sunshine State Standards

Standard 1. The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

Examples

- The 4th grade student will learn how to interact with children and adults in various settings.
- The 1st grade student will learn how to separate from primary caregiver.
- The 2nd grade student will learn how to keep track of personal belongings.
- The 5th grade student will learn how to button his or her shirt.

This page intentionally left blank.

**Domain: Curriculum and Learning Environment
Strand: Functional Academics**

- Standard 1 The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.
- CL.B.1.In.1 Identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 Interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 Organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 Identify and locate oral, print, or visual information for specified purposes— with guidance and support.
- CL.B.1.Su.2 Interpret and use oral, print, or visual information for specified purposes— with guidance and support.
- CL.B.1.Pa.1 Participate in recognition and use of information when engaged in daily activities.

Performance Objectives for Elementary Students

- 1. Identify familiar persons, objects, places, events, actions, and other frequently used vocabulary. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

Receptive Language

- 1.1 Change body tone or produce body movement(s) in response to one or more specific stimuli.
____ touch ____ smell ____ taste ____ light
____ sound ____ voice ____ object ____ person
- 1.2 Attend to object or sound by looking, gesturing, or pointing.
- 1.3 Respond to own name with one or more observable behaviors.
- 1.4 Respond with vocalizations or body movements to familiar words (for example, come, eat, dress).
- 1.5 Respond to one or more tactile signals (for example, a tap on the shoulder means sit down).
- 1.6 Start or stop activity when name is called.
- 1.7 Respond positively to own image in mirror.
- 1.8 Respond to commands given by gross gestures.
- 1.9 Use consistent responses to familiar person, object, or activity.
- 1.10 Identify a familiar person or object in routine classroom activities or situations.
- 1.11 Anticipate familiar events (for example, raises arm for jacket, smacks lips when put at lunch table).
- 1.12 Recognize gestures related to how objects are used (for example, drinking motion, student gets cup).
- 1.13 Respond to commands and requests given in one- or two-word phrases.

Vocabulary in Familiar Environments

- 1.14 Recognize persons, objects, and events in own home environment (for example, family members, classmates, friends, furniture, utensils).
- 1.15 Identify persons, objects, and events in own home environment.

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 1.16 Identify actions and tasks used in own home environment (for example, eating, dressing, talking, putting away).
- 1.17 Recognize persons, objects, and events in classroom and school and community environments (for example, teacher, principal, aide, waitress, rooms, furniture, instructional materials).
- 1.18 Identify adults, children, objects, and various activities in classroom and school environments.
- 1.19 Identify areas and locations in classroom and school environments (for example, classroom, cafeteria, office, playground, all-purpose room).
- 1.20 Identify actions and tasks used in classroom and school environments (for example, drawing, listening, getting in line, working, singing).
- 1.21 Recognize persons, objects, and events in community environments (for example, waitress, police, cars, animals, parades, getting haircut).
- 1.22 Identify adults, children, objects, and various activities in community environments.
- 1.23 Identify areas and locations in community environments (for example, offices, restaurant, library, shopping mall, parks, stores, streets).
- 1.24 Identify actions and tasks used in community environments (for example, riding, eating, ordering a meal).
- 1.25 Identify and use oral and written information about persons, objects, places, and events in situations in school and the community.

Vocabulary in School Subjects

- 1.26 Demonstrate understanding of vocabulary learned by listening to or reading and discussing familiar and conceptually challenging stories. (LAA113 K, 1st, 2nd)
- 1.27 Demonstrate knowledge of selected characteristics of plants and animals (for example, size, shape, color). (SCF114 K)
- 1.28 Demonstrate knowledge of some characteristics of different environments and some plants and animals found there. (SCG113 1st)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 1.29 Demonstrate knowledge of and differentiate objects seen in the day and night sky (for example, clouds, Sun, stars, Moon, planets). (SCE211 1st)
- 1.30 Demonstrate knowledge of major elected officials (for example, president, governor). (SSC114 1st)

2. Locate familiar objects, persons, places, and events. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Find familiar persons when asked (for example, gazes toward therapist, calls sibling's name).
- 2.2 Locate familiar nearby objects (for example, moves toward favorite toy).
- 2.3 Find an object in its customary location.
- 2.4 Locate persons, objects, and areas related to activities in own home environment (for example, gets sibling, retrieves the blue story book).
- 2.5 Locate events and tasks related to activities in own home environment (for example, looks at the kitchen when asked where you can eat).
- 2.6 Locate objects and areas related to various activities in the classroom and school environment.
- 2.7 Locate named persons, objects, events and tasks related to activities in school or community environments.
- 2.8 Find named items and areas in stores, restaurants, or buildings in the neighborhood and community.

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

3. Identify common signs and symbols. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Point to pictures or icons on request.
- 3.2 Recognize common signs (for example, restaurant or store signs, restroom signs, exit signs).
- 3.3 Recognize common symbols and icons (for example, off/on buttons, hot and cold water faucets, up and down buttons on elevators).
- 3.4 Identify the meaning of common signs, symbols, or icons in own home environment (for example, points to cold water faucet when asking for a drink).
- 3.5 Identify the meaning of common signs, symbols, and icons in school and community environments (for example, says “stop” when parent points to sign on the corner, recognizes restroom sign).
- 3.6 Use signs and symbols to locate desired object, activity, or location (for example, finds book return slot, goes to correct room for music).
- 3.7 Locate signs, symbols, and icons found in the school and community (for example, signs for rooms and events, street signs, traffic signs).
- 3.8 Demonstrate knowledge of the meaning of warning labels and signs on hazardous substances. (HEA212 K-2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

4. Identify written words. (CL.B.1.Su.1, CL.B.1.In.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Concepts of Print

- 4.1 Recognize own first and last name in writing (for example, points to own name on class birthday calendar).
- 4.2 Relate written words in the environment with spoken words.
- 4.3 Identify words in the environment (for example, goes to correct restroom, picks out preferred video from the bookshelf).
- 4.4 Identify words as persons, places, or things and words that name actions. (LAA113 K)
- 4.5 Demonstrate understanding of the concepts of words and construct meaning from shared text, illustrations, graphics, and charts. (LAA112 K)
- 4.6 Demonstrate knowledge of how to use print materials such as books or magazines (for example, turns book right side up, turns one page at a time, looks at book from front to back, looks at and talks about pictures or story).
- 4.7 Demonstrate understanding that print conveys meaning. (LAA112 K)
- 4.8 Demonstrate understanding of how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom and left-to-right, sweeping back to left for the next line). (LAA112 K)
- 4.9 Identify high frequency words. (LAA113 K)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

4.10 Recognize words in both handwriting and print.

Phonemic Awareness

4.11 Respond to rhythmic music with body or hand movement (for example, clapping, swaying).

4.12 Demonstrate knowledge of patterns of sound in oral language (for example, rhyming, choral poetry, chants). (LAD111 K)

4.13 Use repetition, rhyme, and rhythm in a variety of activities (for example, chants, songs, or story innovations). (LAD111 1st)

4.14 Demonstrate knowledge of oral and written patterns used in standard English (for example, repetition, rhyme, word families). (LAD111 2nd)

4.15 Demonstrate knowledge of rhymes, rhythms, and patterned structures in a variety of children's texts (for example, repetitive text, pattern books, nursery rhymes, poetry, prose). (LAE212 K, 1st, 2nd)

Phonetic Analysis

4.16 Demonstrate knowledge of the names of the letters of the alphabet, both upper and lower case. (LAA112 K)

4.17 Demonstrate knowledge of the sounds of the letters of the alphabet. (LAA112 K)

4.18 Demonstrate understanding of basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words). (LAA112 K)

4.19 Use basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words). (LAA112 1st)

4.20 Use beginning letters (onsets) and patterns (rhymes) as visual cues for decoding. (LAA112 1st)

4.21 Apply knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding. (LAA112 2nd)

4.22 Blend sound components into words. (LAA112 2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

Structural Analysis

- 4.23 Identify simple multiple-meaning words. (LAA113 2nd)
- 4.24 Use knowledge of contractions, base words, and compound words to determine meanings of words. (LAA113 2nd)
- 4.25 Demonstrate knowledge of homophones, synonyms, and antonyms for a variety of words. (LAA113 2nd)
- 4.26 Use knowledge of suffixes (including -er, -est, -ful) to determine meanings of words. (LAA113 1st)
- 4.27 Use knowledge of prefixes (including un-, re-, pre-, mis-) and suffixes (including -er, -est, -ful) to determine meaning of words. (LAA113 2nd)
- 4.28 Use a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words. (LAA112 1st, 2nd)

Context Clues

- 4.29 Use a variety of context clues to construct meaning (for example, illustrations, knowledge of story, titles and headings, sequence). (LAA112 2nd)
- 4.30 Use context clues to define multiple meaning words. (LAA112 2nd)
- 4.31 Cross check visual, structural, and meaning cues to figure out unknown words. (LAA112 1st, 2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

5. Use oral, print, or visual information appropriately to answer familiar questions and complete tasks. (CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Oral Information

- 5.1 Retell information given orally by adult or peer.
- 5.2 Relate a conversation or story to own personal feelings or experiences.
- 5.3 Retell favorite part of familiar story given orally.
- 5.4 Relate characters and simple events in a read-aloud book or story to own life. (LAE211 K, 1st)
- 5.5 Listen to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs). (LAC111 K)
- 5.6 Listen and respond to a variety of media (for example, stories, books, audiotapes, videotapes). (LAC111 1st)
- 5.7 Use a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing). (LAE211 K)
- 5.8 Listen for specific information in stories. (LAC114 1st, 2nd)
___ sequence ___ story details ___ flow of events
___ story elements ___ concluding events
- 5.9 Demonstrate understanding of connections between characters and events in literature and people, events, and experiences in own life. (LAE211 2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 5.10 Listen to, view, and discuss stories, poems, and other media about people from other places and times. (SSA111 K)
- 5.11 Demonstrate understanding that history tells the story of people and events of other times and places. (SSA112 K)
- 5.12 Listen to, view, and discuss stories, poems, and other media about events honored in commemorative holidays and selected American symbols (for example, the flag, the Liberty Bell). (SSA412 K; SSA413 K)
- 5.13 Listen to, view, and discuss stories, poems, and other media about changes in community life over time. (SSA514 K)
- 5.14 Demonstrate knowledge of personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books, poetry). (LAC112 K, 1st, 2nd)

Visual Information

- 5.15 Point to pictured items to indicate preferences or needs.
- 5.16 Select desired item by identifying pictures or symbols.
- 5.17 Point to a picture in response to a question.
- 5.18 Describe a picture in response to a question.
- 5.19 Interpret and use pictures or symbols in response to instructional tasks.
- 5.20 Identify events using a pictorial schedule (for example, lunch, recreation activities).
- 5.21 Demonstrate understanding of the main idea or common theme in nonprint communication (for example, pictures, symbols, film, and works of art). (LAC211 K, 1st, 2nd)

Print Information

- 5.22 Read aloud familiar stories, poems, or passages with a beginning degree of fluency and expression. (LAA212 1st)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 5.23 Read aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material. (LAA212 2nd)
- 5.24 Demonstrate knowledge of various broad literary forms (for example, fiction, nonfiction, poetry, picture and predictable books, fairy tales). (LA111 K, 1st)
- 5.25 Demonstrate knowledge of basic characteristics of a variety of genres (for example, fables, stories, fiction, nonfiction, poetry, fairy tales, folktales, legends, myths, picture and predictable books). (LAE111 2nd)
- 5.26 Support oral and written responses with details from informative text. (LAA213 K)
- 5.27 Interpret and use oral and written words, pictures, and symbols in response to instructional tasks.
- 5.28 Read for information when performing tasks (for example, directions, graphs, charts, signs, captions). (LAA213 1st)
- 5.29 Read informational text for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question). (LAA213 2nd)
- 5.30 Select material to read for pleasure. (LAA212 K, 1st, 2nd)

Map Reading

- 5.31 Use map to find way around school or other familiar building.
- 5.32 Demonstrate knowledge of the globe as a model of the earth. (SSB112 K)
- 5.33 Understand that a map represents a real place. (SSB112 1st)
- 5.34 Demonstrate knowledge of the locations of the community, city, state, and country on a map and a globe. (SSB111 2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

Mass Media

- 5.35 Demonstrate knowledge of various types of mass media (for example, film, video, television). (LAD214 K)
- 5.36 Demonstrate knowledge of various types of mass media (for example, magazines, newspapers, radio, television, billboards). (LAD214 1st, 2nd)
- 5.37 Demonstrate understanding that the use of multimedia forms can influence how one thinks and feels (for example, illustrations, music). (LAD213 K, 2nd)
- 5.38 Describe ways media conveys messages in the school and community. (AT2211 K-2nd)
- 5.39 Recognize the ways in which the media, technology, and other sources provide information about health. (HEB211 K-2nd)

6. Demonstrate understanding of the meaning of information, stories, pictures, and written words. (CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Literal Comprehension

- 6.1 Name title, character, or event when given an illustration or description of a familiar story.
- 6.2 Demonstrate knowledge of the sequence of events, characters, and setting of stories (for example, read-aloud stories). (LAE112 K)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 6.3 Demonstrate understanding that illustrations reinforce the information in a text. (LAA214 K)
- 6.4 Demonstrate knowledge of the beginning, middle, and end of a story. (LAE112 1st)
- 6.5 Demonstrate knowledge of main characters, setting, and simple plot of a story. (LAE112 1st)
- 6.6 Demonstrate knowledge of the main idea or essential message from a read-aloud story or informational piece. (LAA211 K)
- 6.7 Demonstrate knowledge of the main idea or theme and supporting details of a story or informational piece. (LAA211 1st)
- 6.8 Demonstrate understanding of the main ideas found in selected folktales, fables, legends, myths, and holidays from around the world. (SSA313 1st)
- 6.9 Use specific ideas, details, and information from a text to answer literal questions. (LAA211 1st, 2nd)

Inferential Comprehension

- 6.10 Identify problem(s) and solution(s) in a story. (LAE112 1st)
- 6.11 Make connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes). (LAA211 1st, 2nd)
- 6.12 Summarize information in texts (including but not limited to central idea, supporting details, connection between texts). (LAA211 1st, 2nd)
- 6.13 Use background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction. (LAA214 1st)

Comprehension Strategies

- 6.14 Use titles and illustrations to make oral predictions about text. (LAA111 K)
- 6.15 Use prior knowledge, illustrations, and text to make and confirm predictions. (LAA111 1st, 2nd)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 6.16 Use strategies to comprehend text (for example, retelling, discussing, asking questions). (LAA114 K)
- 6.17 Use a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading, self-monitoring, predicting, retelling, discussing, restating ideas). (LAA114 2nd)
- 6.18 Use strategies to clarify the accuracy of text (for example, discussion, checking other sources). (LAA214 2nd)

7. Carry out routine instructions. (CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 7.1 Change body tone or produce body movement(s) in response to routine instructions or questions.
- 7.2 Respond to routine “what” questions.
- 7.3 Respond to routine “where” questions.
- 7.4 Follow routine one-step oral directions given in a one-to-one situation (for example, turns on the VCR).
- 7.5 Follow routine oral directions given in a small group situation.
- 7.6 Follow routine one-step oral directions given in a large group situation (for example, gets in line with the class, puts name on paper).
- 7.7 Follow routine directions given pictorially or in symbols.
- 7.8 Follow two-step oral directions. (LAC111 K)

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 7.9 Follow three-step oral directions. (LAC111 1st)
- 7.10 Follow sequence of directions. (AT1111 K-2nd)
- 7.11 Follow multi-step directions to complete school assignments (for example, oral, pictured, written).

8. Match and sort information and items by characteristic, use, or category. (CL.B.1.In.2, CL.B.1.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 8.1 Match sets of identical pictures, objects, designs, and words.
- 8.2 Match items, pictures, and words by a single characteristic.
- 8.3 Organize objects by single categories (for example, identifies members of a class, groups similar kinds of animals).
- 8.4 Demonstrate knowledge that objects can be grouped by their physical characteristics (for example, shape, color, texture, form, size). (SCA111 1st)
- 8.5 Identify and sort common words from within basic categories. (LAA113 K)
- 8.6 Identify and classify common words from within basic categories. (LAA113 1st)
- 8.7 Organize pictures and words by single categories (for example, plants with flowers, types of pets, words with the same beginning sounds).

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 8.8 Organize information by two attributes (for example, cluster similar kinds of animals, categorize food types).
- 8.9 Organize information by topic.
- 8.10 Identify similarities and differences across texts (for example, topics, characters, and problems). (LAA211 2nd)

9. Use a systematic approach to retrieve objects and written information needed to complete tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Alphabetical Order

- 9.1 Demonstrate knowledge of alphabetical order of letters. (LAA215 K)
- 9.2 Alphabetize words by initial letter. (LAA215 1st)
- 9.3 Alphabetize words according to initial and second letters. (LAA215 2nd)
- 9.4 Use alphabetical order to locate information. (LAA215 1st)

Information Resources

- 9.5 Locate items by observable properties: color, shape, form, texture, size, weight, position, and speed. (SCA111 K, 1st)
- 9.6 Locate specified words, pictures, or objects within a group of similar items.
- 9.7 Use pictures, environmental print (for example, signs, billboards), and people to obtain information. (LAA215 K)
- 9.8 Identify events from a time table or schedule.

Functional Academics

Standard 1. The student locates, interprets, and uses oral, print, or visual information for a variety of purposes.

- 9.9 Use parts of a book to locate information, including chapter titles, guide words, and indices. (LAA215 2nd)
- 9.10 Use simple reference materials (for example, table of contents, dictionary, index, glossary). (LAA215 2nd)
- 9.11 Use simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audiovisual software). (LAA215 1st)
- 9.12 Use resources and references (for example, illustrations, knowledge of the story and topic, beginning dictionaries, available technology, glossaries) to build word meanings. (LAA113 1st, 2nd)
- 9.13 Retrieve desired information from a print source or database using key words.
- 9.14 Demonstrate knowledge of sources of health information (for example, people, places, and products) and how to locate them. (HEA211 K-2nd)

This page intentionally left blank.

**Domain: Curriculum and Learning Environment
Strand: Functional Academics**

- Standard 2 The student expresses information effectively using oral, print, or visual information for a variety of purposes.
- CL.B.2.In.1 Prepare oral, print, or visual information for expression or presentation.
- CL.B.2.In.2 Express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 Prepare oral, print, or visual information for expression or presentation— with guidance and support.
- CL.B.2.Su.2 Express oral, written, or visual information for specified purposes— with guidance and support.
- CL.B.2.Pa.1 Participate in expressing information in daily routines— with assistance.

Performance Objectives for Elementary Students

1. Express desires, feelings, or physical needs. (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

1.1 Indicate when physical needs must be attended to (for example, uses communication device, vocalizes, changes body position).

1.2 Show anger or affection (for example, hugs, kisses, smiles).

1.3 Signal person to continue activity.

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 1.4 Use signals to request objects or activities not in sight.
- 1.5 Use vocalizations or gestures to communicate needs and desires.
- 1.6 Convey desires or feelings in routine situations.
- 1.7 Indicate preferences or make choices in routine situations.
- 1.8 Request object by using gesture that demonstrates its use.
- 1.9 Use single words to communicate (for example, one word may stand for a variety of related objects).
- 1.10 Use one- and two-word phrases to communicate wants and needs.
- 1.11 Request help or assistance using signals, gestures, or sounds.
- 1.12 Use language to express requests and refusals effectively.
- 1.13 Use language to express need for assistance (for example, asks for help, calls person's name, presses a buzzer).
- 1.14 Use "me" and "you" and refer to self by name.
- 1.15 Use signals, gestures, or sounds to request termination of activities (for example, turns away, vocalizes).
- 1.16 Use "no" to express appropriate refusal.

2. Select vocabulary, symbols, or signs to express desired information and ideas. (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 2.1 Use one word to label an object.
- 2.2 Combine two different words to form short phrase or sentence.
- 2.3 Use vocabulary of at least 10 words.
- 2.4 Label objects to answer question, “What is this?”
- 2.5 Name items in familiar picture cards.
- 2.6 Combine words to express self in phrases and simple sentences.
- 2.7 Give simple directions to others.
- 2.8 Ask questions to obtain needed information.
- 2.9 Ask how and why questions about a topic. (LAA215 K)
- 2.10 Generate questions about topics of personal interest. (LAA215 2nd)
- 2.11 Select language and vocabulary that fits the topic.
- 2.12 Understand that word choice can shape ideas, feelings, and actions. (LAD211)
 - _____ story language, descriptive words (K)
 - _____ multiple meanings, figurative language (1st)
 - _____ language appropriate to the subject, synonyms, antonyms (2nd)

3. Write with correct spelling and mechanics. (CL.B.2.In.1, CL.B.2.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

Handwriting

- 3.1 Use scribbles and unconventional shapes to attempt to write (for example, assigns meaning to scribbles).
- 3.2 Make a mark or use stamp for name.
- 3.3 Use directionality of print in writing (including but not limited to left-to-right, top-to-bottom, spacing between words). (LAB113 K)
- 3.4 Demonstrate knowledge of the differences among individual letters, words sentences, and paragraphs. (LAB112 1st)
- 3.5 Write legibly using manuscript form (for example, prints numbers and upper- and lower-case letters, uses left-to-right sequencing, spaces between words and sentences). (LAB112 1st)

Spelling

- 3.6 Copy or write some letters of the alphabet.
- 3.7 Copy or use letters to stand for words.
- 3.8 Use spelling approximations and some conventional spelling. (LAB113 K, 1st)
- 3.9 Spell commonly used, phonetically regular words at first grade or higher. (LAB113 1st)
- 3.10 Spell frequently used words correctly. (LAB113 2nd)

Mechanics

- 3.11 Copy end punctuation and capitalization.
- 3.12 Use end punctuation and capitalize initial words of sentences, names of people, "I," days of the week, and months of the year. (LAB113 1st)
- 3.13 Use conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters). (LAB113 2nd)
- 3.14 Use complete sentences in writing. (LAB113 1st)

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

3.15 Capitalize initial words of sentences, the pronoun “I,” and proper nouns.
(LAB113 2nd)

4. Organize ideas by topic or sequence and connect relevant information and ideas in written or oral expression. (CL.B.2.In.1, CL.B.2.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

4.1 Select an object or picture to talk about.

4.2 Select ideas to write or speak about.

4.3 Arrange sequences of pictures to tell a story.

4.4 Sequence events for writing or speaking.

4.5 Sequence events during shared writing experiences. (LAB112 K)

4.6 Identify a topic to write or speak about.

4.7 Focus on a central idea (for example, familiar person, place, object, experience). (LAB111 1st)

4.8 Focus on a central idea and group related ideas. (LAB111 2nd)

4.9 Generate ideas through brainstorming, listening to text read by teacher, and discussing. (LAB111K)

4.10 Generate ideas before writing on self-selected topics and assigned tasks (for example, brainstorming). (LAB111 1st, 2nd)

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 4.11 Use prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation). (LAB111 K)
- 4.12 Make a plan before writing the first draft (for example, drawing pictures, using graphic organizers). (LAB111 1st, 2nd)

**5. Use skills and strategies for effective written communications.
(CL.B.2.In.1, CL.B.2.Su.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Dictation and Pictures

- 5.1 Dictate messages (for example, news, stories). (LAB112 K)
- 5.2 Dictate or write with pictures or words/letters a narrative or informative piece about a familiar experience or text. (LAB211 K)
- 5.3 Dictate or write with pictures or words to record ideas and reflections. (LAB212 K)
- 5.4 Use pictures to express ideas and stories.

Personal Information

- 5.5 Copy own first and last name (for example, uses letter stamps or typewriter/word processor).
- 5.6 Write own first name.
- 5.7 Write own first and last name.

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 5.8 Copy required personal information from an identification card (for example, completing forms, signing documents, addressing a letter).
- 5.9 Write name, address, phone number, and date of birth when requested (for example, completes forms, adds personal information to list).

Writing Skills

- 5.10 Use basic writing formats. (LAB112 K)
_____ labels _____ lists _____ captions
_____ messages _____ notes _____ stories
- 5.11 Write informally (for example, journal entries, reading response). (LAB212 1st, 2nd)
- 5.12 Write questions or make notes about familiar topics, stories, or new experiences. (LAB211 1st, 2nd)
- 5.13 Write stories or informative pieces about experiences, people, objects, or events. (LAB211 1st, 2nd)
- 5.14 Write a story that includes most story elements (for example, character, setting, problem, sequence of events, resolution). (LAB112 2nd)
- 5.15 Write for familiar occasions, audiences, and purposes (including but not limited to explaining a process, telling a story). (LAB212 1st)
- 5.16 Write and revise a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems). (LAB112 2nd)

Writing Strategies

- 5.17 Select a label or caption for a picture.
- 5.18 Maintain a single idea or topic in writing. (LAB112 1st)
- 5.19 Use descriptive words to convey ideas in writing. (LAB112 1st)

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 5.20 Use effective word choice in written work to tell about experiences (including but not limited to anecdotal detail and figurative language such as similes). (LAB212 2nd)
- 5.21 Use an organizational structure in writing (for example, including beginning, middle, and ending; using supporting details). (LAB112 1st)
- 5.22 Use one or more paragraphs to focus on separate ideas in writing and use transition words where appropriate. (LAB112 2nd)
- 5.23 Write for a specific audience. (LAB112 2nd)
- 5.24 Dictate or write simple informational texts (for example, descriptions, labels, lists). (LAB214 K)
- 5.25 Write simple informational texts. (LAB214)
 - _____ one-step instructions
 - _____ two-step instructions in sequence (1st)
 - _____ reports (1st)
 - _____ three-step instructions in sequence (2nd)
 - _____ expository pieces (2nd)
- 5.26 Use strategies to support ideas in writing (including but not limited to using several sentences to elaborate on an idea, using specific word choice and relevant details such as reasons or examples). (LAB112 2nd)
- 5.27 Use basic computer skills for writing. (LAB213)
 - (K) _____ using a mouse
 - _____ locating numbers/letters on keyboard
 - _____ turning computer on/off
 - _____ locating and opening application icon

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- (1st) _____ typing words and sentences
- _____ using software to draw and label
- _____ printing pictures and stories
- _____ locating and opening a file
- _____ saving and naming a file

- (2nd) _____ proofreading
- _____ using appropriate fonts and graphics
- _____ using technology to “publish” writing

6. Evaluate, revise, and produce finished product. (CL.B.2.In.1, CL.B.2.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 6.1 Revise by adding or substituting text and using a caret. (LAB112 1st)
- 6.2 Revise and edit for sentence structure and age-appropriate usage (including but not limited to nouns, action verbs, adjectives, adverbs). (LAB113 2nd)
- 6.3 Use references to edit writing (for example, word lists, dictionaries, charts). (LAB113 2nd)
- 6.4 Revise writing to improve supporting details and word choice by adding or substituting text. (LAB112 2nd)

Functional Academics

Standard 2. The student expresses information effectively using oral, print, or visual information for a variety of purposes.

- 6.5 Evaluate own and others' writing (for example, rereads own writing to check for meaning; responds constructively to others' writing, determining how writing achieves its purposes, asking questions, making comments).
(LAB112 1st, 2nd)
- 6.6 Use strategies to "finish" a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; preparing a final copy).
(LAB113 2nd)

**Domain: Curriculum and Learning Environment
Strand: Functional Academics**

- Standard 3 The student identifies and applies mathematical concepts and processes to solve problems.
- CL.B.3.In.1 Identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 Apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 Identify mathematical concepts and processes to solve problems— with guidance and support.
- CL.B.3.Su.2 Apply mathematical concepts and processes to solve problems— with guidance and support.
- CL.B.3.Pa.1 Participate in activities involving the use of mathematical concepts in daily routines— with assistance.

Performance Objectives for Elementary Students

1. Recognize quantity or size. (CL.B.3.In.1, CL.B.3.Su.1, CL.B.3.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 1.1 Indicate desire for larger quantity or amount in routine situations.
- 1.2 Indicate desire for smaller quantity or amount in routine situations.
- 1.3 Indicate desired quantity or amount of material (for example, gestures indicating enough, points to "more" on communication board).
- 1.4 Demonstrate understanding of more and less.

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

1.5 Distinguish between all, some, and none.

1.6 Distinguish between big and little, and small and large.

2. Identify numbers, mathematical words, symbols, and signs. (CL.B.3.In.1, CL.B.3.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

2.1 Verbally identify or point to numerals up to 5 or more.

2.2 Identify number names for sets of 5 objects or more.

2.3 Use numbers and pictures to describe how many objects are in a set up to 10 or more. (MAA112 K)

2.4 Read and write numerals. (MAA111 K, 1st, 2nd)

___ 10 ___ 50 ___ 100 ___ 1000 or more

2.5 Identify numerals to 20 or more in real-world situations.

2.6 Read and write number words to “twenty” or higher. (MAA111 2nd)

2.7 Demonstrate understanding of first and last in a group.

2.8 Demonstrate understanding of concept of middle in a group of objects.

2.9 Use language “before” and “after” to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4). (MAA112 K)

2.10 Use ordinal numbers 1st – 10th or higher. (MAA111 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 2.11 Understand and use ordinal numbers 1st – 100th or higher. (MAA111 2nd)
- 2.12 Use concrete materials, pictures, and numerals to show the concept of numbers to 10 or more. (MAA211 K)
- 2.13 Represent real-world applications of whole numbers using concrete materials, drawings, or symbols. (MAA113 K, 1st, 2nd)
_____ 10 _____ 50 _____ 100 _____ 1000 or more
- 2.14 Recognize mathematical signs.
_____ addition _____ subtraction
_____ multiplication _____ division
_____ equal _____ more _____ less
_____ dollar _____ cents _____ time

3. Count, compare quantities and equivalent forms, and use one-to-one correspondence and estimation to solve functional mathematical problems involving whole numbers and fractions. (CL.B.3.In.1, CL.B.3.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

Count

- 3.1 Demonstrate awareness of one-to-one correspondence during functional tasks (for example, puts one sock on each foot; one plate, one cup, and one spoon).
- 3.2 Count objects using verbal names and one-to-one correspondence. (MAA111 K, 1st, 2nd)
- _____ 5 _____ 10 _____ 20 _____ 50 _____ 100 or more
- 3.3 Count by rote and in sequence. (MAA111 K, 1st)
- _____ 5 _____ 10 _____ 20 _____ 50 _____ 100 or more
- 3.4 Count backward from ten to one. (MAA212 K)
- 3.5 Group objects into sets of 2. (MAA212 K)
- 3.6 Count forward and backward by one beginning with any number less than 1000. (MAA211 1st, 2nd)
- _____ 50 _____ 100 _____ 500 _____ 1000 or more
- 3.7 Count by 2s, 3s, 5s, 10s, 25s, 50s, and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments. (MAA211 K, 1st, 2nd)
- _____ 50 _____ 100 _____ 500 _____ 1000 or more

Compare Quantities

- 3.8 Use comparative words when commenting about quantity (for example, more than, all, none, less than, nothing, larger, smaller).
- 3.9 Use one-to-one matching to determine if two groups are equal. (MAD212 K)
- 3.10 Know the relationships between larger numbers and smaller numbers. (MAA212 K)
- 3.11 Compare two or more sets and identify which set is equal to, more than, or less than the other. (MAA112 K, 1st, 2nd)
- _____ to 10 _____ to 50 _____ to 100 _____ to 1000

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 3.12 Solve real-world problems that involve comparing sets of objects to 20 or more and identify which set is more, less, or equal to the other.
- 3.13 Compare and order whole numbers to 1000 or more using concrete materials, drawings, number lines, and symbols ($<$, $=$, $>$). (MAA112 K, 1st, 2nd)
- 3.14 Represent equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions. (MAA114 K, 1st, 2nd)

Compare Fractions

- 3.15 Use concrete materials to represent fractional parts of a whole (one half, one fourth). (MAA113 K)
- 3.16 Use concrete materials to compare fractions in real-life situations (for example, pizza, cookies). (MAA113 1st, 2nd)
- 3.17 Represent, compare, and explain fractions as part of a whole and part of a set, using concrete materials and drawings. (MAA113 1st, 2nd)
_____ halves _____ fourths _____ thirds _____ eighths
- 3.18 Demonstrate knowledge that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole, eight eighths equal one whole). (MAA113 1st, 2nd)

Estimation

- 3.19 Estimate and verify by counting sets that have more, fewer, or the same number of objects (for example, using a reference set of objects, comparing cards with different numbers of dots, estimating whether sets are more or less than a given number such as five). (MAA411 K)
- 3.20 Use the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between). (MAA411 1st)
- 3.21 Estimate the number of objects, explain the reasoning for the estimate, and check the reasonableness of the estimate by counting. (MAA411 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

3.22 Make reasonable estimates when comparing larger and smaller quantities. (MAA411 1st)

3.23 Make predictions of quantities of objects (to 50 or more) and explain the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one). (MAA411 2nd)

_____ to 10 _____ to 50 _____ to 100 _____ to 1000

4. Use knowledge of place value to solve functional mathematical problems. (CL.B.3.In.1, CL.B.3.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

4.1 Count and group objects into tens and ones (for example, 3 groups of ten and 4 more is 34). (MAA212 1st)

4.2 Use concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more. (MAA211 1st)

4.3 Demonstrate the place value groupings of numbers to 1000 or more using concrete materials, pictures, and symbols. (MAA211 2nd)

4.4 Count and group objects into hundreds, tens, and ones, and relate the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426). (MAA212 2nd)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

4.5 Demonstrate knowledge of the place value of a designated digit in whole numbers. (MAA212 1st, 2nd)

_____ to 10 _____ to 50 _____ to 100 _____ to 1000

4.6 Demonstrate knowledge of place value patterns and use zero as a place holder (for example, trading 10 ones for 1 ten, trading 10 tens for 100). (MAA212 1st, 2nd)

5. Identify concepts of measurement, including length, weight, and capacity. (CL.B.3.In.1, CL.B.3.Su.1, CL.B.3.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

General

5.1 Recognize that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity). (MAB212 1st)

5.2 Recognize that a standard unit is needed to measure in real-world situations (for example, length, weight, time, capacity). (MAB212 2nd)

Length

5.3 Indicate awareness of distance (for example, recognizes when destination has been reached).

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 5.4 Distinguish between measurement concepts associated with length.
_____ big and little _____ short and tall
_____ long and short _____ thick and thin
- 5.5 Identify terms used to describe distance (for example, feet, yards, meters, miles, kilometers). (SSB111 1st)
- 5.6 Identify appropriate standard tools for measuring linear dimensions. (MAB412 K, 1st, 2nd)
- 5.7 Demonstrate understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters). (MAB111 1st, 2nd)
_____ inches _____ feet _____ yards _____ centimeters _____ meters

Weight

- 5.8 Distinguish between measurement concepts associated with weight.
_____ light and heavy _____ thick and thin
- 5.9 Weigh objects to explore concepts of heavier and lighter. (MAB111 K)
- 5.10 Demonstrate knowledge of various measuring tools for measuring weight. (MAB412 K)
- 5.11 Demonstrate knowledge of appropriate standard tools for measuring weight. (MAB412 1st, 2nd)
- 5.12 Demonstrate an understanding of measurement of weight by selecting appropriate units of measurement. (MAB111 1st, 2nd)
_____ pounds _____ ounces _____ grams _____ kilograms

Capacity

- 5.13 Compare and demonstrate knowledge of the concept of capacity (for example, full or empty). (MAB111 K)
- 5.14 Demonstrate knowledge of various measuring tools for measuring capacity. (MAB412 K)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

5.15 Measure capacity of objects using standard and nonstandard units (for example, pounds, grams, or wooden blocks). (MAB112 1st, 2nd)

5.16 Demonstrate an understanding of capacity by selecting appropriate units of measurement. (MAB111 1st, 2nd)

_____ cups _____ pints _____ quarts _____ gallons

_____ ounces _____ milliliters _____ liters _____ teaspoon and tablespoon

6. Apply concepts of measurement of length, weight, and capacity to solve functional problems. (CL.B.3.Su.2, CL.B.3.In.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full _____ constant _____ occasional

General

6.1 Use nonstandard units appropriately (for example, pencil, cubes, scoops of rice) to measure classroom objects. (MAB112 K; MAB212 K; MAB311 K)

6.2 Estimate, measure, and compare dimensions of an object. (MAB311 1st)

6.3 Use a variety of tools (for example, thermometers, magnifiers, rulers, scales, computers) to identify characteristics of objects. (SCH115 1st)

6.4 Use standard (for example, centimeters) and nonstandard units (for example, paper clips, hands, pencils) to measure organisms and objects and parts of organisms and objects. (SCH115 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

Length

- 6.5 Use nonstandard objects such as cubes, marbles, paper clips, and pencils to measure length of objects and distance of classroom objects (for example, table length is 10 crayons or four pencils). (MAB111 K; MAB112 K)
- 6.6 Use nonstandard units to estimate, and verify by measuring, the length and width of common classroom objects. (MAB311 K)
- 6.7 Use direct (side-by-side) comparisons to sort and order objects by their lengths. (MAB211 K, 1st)
- 6.8 Use indirect comparisons to compare lengths of objects that cannot be physically compared (side-by-side) (for example, compares height of counters in classroom and cafeteria by using string or in reference to child's own body). (MAB211 K, 1st, 2nd)
- 6.9 Measure length of objects using standard and nonstandard units (for example, pounds, grams, or wooden blocks). (MAB112 1st, 2nd)
- 6.10 Select and use an appropriate nonstandard unit to measure length or distance. (MAB411 1st, 2nd)
- 6.11 Use a pre-marked ruler or yardstick to measure a desired length.
- 6.12 Use a ruler or yardstick to measure length to the nearest inch.
- 6.13 Measure the height, length, and width of an object.
- 6.14 Use customary and metric units to measure, compare, and order objects according to their lengths. (MAB211 1st, 2nd)
- 6.15 Estimate, measure, and compare dimensions of an object or distances. (MAB311 1st, 2nd)

Weight

- 6.16 Compare and order classroom objects by their weights, determining which objects weigh more, less, or about the same. (MAB211 K)
- 6.17 Use nonstandard methods to compare and order objects according to their weights. (MAB211 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 6.18 Measure weight of objects using standard and nonstandard units (for example, pounds, grams, or wooden blocks). (MAB112 1st, 2nd)
- 6.19 Select and use an appropriate nonstandard unit to measure weight. (MAB411 1st, 2nd)
- 6.20 Use customary and metric units to measure, compare, and order objects according to their weights. (MAB211 1st, 2nd)

Capacity

- 6.21 Select and use an appropriate nonstandard unit to measure capacity. (MAB411 1st, 2nd)
- 6.22 Demonstrate knowledge of appropriate standard tools for measuring capacity. (MAB412 1st, 2nd)
- 6.23 Use customary and metric units to measure, compare, and order objects according to their capacities. (MAB211 2nd)

7. Identify concepts of measurement of time, money, and temperature. (CL.B.3.In.1, CL.B.3.Su.1, CL.B.3.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Time

- 7.1 Distinguish between day and night, and morning and afternoon.

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 7.2 Demonstrate awareness of time (for example, relates activity to time of day, verbalizes names of months or days but may not know what day it is).
- 7.3 Associate activities with time of day (for example, says you eat breakfast in morning, go to bed at night).
- 7.4 Distinguish between concepts associated with time.
_____ first and last _____ fast and slow _____ before and after
_____ old and new _____ early and late _____ sooner and later
- 7.5 Describe concepts of time (for example, before or after, day or night). (MAB111 K)
- 7.6 Distinguish between yesterday, today, and tomorrow.
- 7.7 Distinguish among past, present, and future. (SSA114 K)
- 7.8 Demonstrate knowledge of ways to measure time, including calendar, days, weeks, months, and days of week. (MAB412 K)
- 7.9 Demonstrate knowledge of appropriate tools (clocks and calendars) for measuring time (including days, weeks, months, years). (MAB412 1st, 2nd)
- 7.10 Demonstrate an understanding of time using digital and analog clocks. (MAB111 1st, 2nd)
_____ hour _____ half-hour _____ quarter hour
_____ five-minute intervals _____ one-minute intervals

Temperature

- 7.11 Describe concepts of temperature (for example, hot or cold). (MAB111 K)
- 7.12 Demonstrate an understanding of temperature by using thermometers. (MAB111 1st, 2nd)
_____ Fahrenheit _____ Celsius

Money

- 7.13 Recognize coins and bills as money.
- 7.14 Discriminate coins and bills from similar objects.

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 7.15 Demonstrate an understanding of the basic concept of exchanging money for goods. (SSD212 K)
- 7.16 Demonstrate knowledge of and compare the values of a penny (1 cent), nickel (5 cents), and dime (10 cents). (MAB311 K)
- 7.17 Demonstrate knowledge of and compare money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents). (MAB311 1st)
- 7.18 Demonstrate knowledge of and compare amounts of money in coins to one dollar or more. (MAB311 2nd)
- 7.19 Count coins using “mixed” counting (using coin values of 50, 25, 10, 5, and 1). (MAA211 2nd)

8. Apply concepts of measurement of time, money, and temperature to solve functional problems. (CL.B.3.In.2, CL.B.3.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Time

- 8.1 Identify routine activities associated with particular days of the week or times of day.
- 8.2 Demonstrate knowledge of which of two daily activities takes more or less time. (MAB311 K)
- 8.3 Estimate and measure the time of day as day or night; morning, afternoon, or evening; and yesterday, today, or tomorrow. (MAB311 K)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 8.4 Estimate and measure the passage of time using before and after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; minutes, hour, or half-hour. (MAB311 1st)
- 8.5 Estimate and measure the passage of time using minutes, half-hours, or hours. (MAB311 2nd)
- 8.6 Select and use an appropriate nonstandard unit to measure time. (MAB411 1st, 2nd)
- 8.7 Apply calendar time to events in school or community (for example, placing school holidays on a calendar). (SSA114 2nd)

Money

- 8.8 Select appropriate coins for transactions (for example, vending machine, store, restaurant).
- 8.9 Use strategies to determine amount of money needed for a transaction (for example, rounding up, matching coins to a model).
- 8.10 Calculate how much money is needed to pay for multiple items in a single transaction.
- 8.11 Make change for purchases.
_____ to 25 cents _____ to 50 cents _____ to one dollar
_____ to five dollars _____ more than five dollars
- 8.12 Demonstrate understanding of the concept of saving money for future needs and wants. (SSD213 K)
- 8.13 Demonstrate knowledge of different ways to save money. (SSD213 1st)

Temperature

- 8.14 Use customary units to measure and compare temperatures.
- 8.15 Demonstrate knowledge of appropriate standard tools for measuring temperature. (MAB412 1st, 2nd)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

9. Sort and classify objects by attributes and recognize patterns to solve functional problems. (CL.B.3.In.2, CL.B.3.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Identify Patterns and Attributes

9.1 Match identical objects.

9.2 Match objects that are alike except for one attribute.

9.3 Sort objects by one attribute. (MAD111 K)

___ color ___ shape ___ size ___ kind

9.4 Classify objects by one attribute. (MAD111 K)

___ color ___ shape ___ size ___ kind

9.5 Identify objects that do not belong to a particular group (for example, blue lid in a set of red lids). (MAD111 K)

9.6 Identify simple patterns of sounds, physical movements, and concrete objects. (MAD111 K)

9.7 Demonstrate understanding that continuous patterns occur in nature (for example, seasons, phases of the moon, blooming flowers). (SCH211 K)

9.8 Identify, describe, and compare patterns using a wide variety of materials and attributes (for example, size, shape, color). (MAD111 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 9.9 Use information gathered to identify patterns in nature to make predictions (for example, shapes of leaves, petals on flowers, rings on seashells). (SCH211 1st)
- 9.10 Identify patterns in the real world (for example, repeating, rotational, tessellating, and patchwork). (MAD112 2nd)
- 9.11 Demonstrate knowledge of how to sort organisms, objects, and events based on patterns. (SCH211 2nd)

Create Patterns

- 9.12 Use concrete objects to create a pattern. (MAD112 K)
- 9.13 Transform patterns from one medium to another. (MAD112 K, 1st, 2nd)
 - _____ actions, sounds, or concrete objects
 - _____ pictorial to symbolic
- 9.14 Use one attribute to create a pattern. (MAD112 1st)
- 9.15 Combine two attributes in creating a pattern (for example, size and color). (MAD112 2nd)
- 9.16 Predict, extend, and create existing patterns. (MAD111 1st; MAD112 K, 1st, 2nd)
 - _____ concrete objects _____ pictorial _____ numerical

Pattern Rules

- 9.17 Use characteristics of objects to create a rule (for example, items sorted into a bin are a boy doll, a girl doll, and a clown doll; so this bin is for dolls only).
- 9.18 Describe a pattern rule. (MAD111 1st)
- 9.19 Recognize that patterning results from repeating an operation, using a transformation, or making some other change to an attribute. (MAD111 2nd)
- 9.20 Describe a given pattern and explain the pattern rule. (MAD111 2nd)
- 9.21 Explain generalization of patterns and relationships. (MAD112 2nd)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

Number Patterns

- 9.22 Build models to show that numbers are odd or even (up to 10). (MAA511 K)
- 9.23 Identify and explain odd and even numbers. (MAA511 2nd)
- 9.24 Identify and explain number patterns on a hundred chart. (MAD111 1st, 2nd)
- 9.25 Use a calculator to explore and solve number patterns. (MAD112 1st, 2nd)
- 9.26 Identify and generate patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of children to number of eyes). (MAD112 1st, 2nd)

10. Add, subtract, multiply, and divide numbers using appropriate strategies to solve functional problems. (CL.B.3.In.1, CL.B.3.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Addition and Subtraction

- 10.1 Demonstrate knowledge of and describe the effect of putting together and taking apart sets of objects (for example, 3 cubes and 4 cubes is 7 cubes). (MAA311 K)
- 10.2 Demonstrate an awareness of addition and subtraction in everyday activities (for example, using concrete objects, models, drawings, role playing). (MAA313 K)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 10.3 Demonstrate knowledge of strategies for solving number problems such as using fingers to figure out sum or difference, using tallies or counters, using knowledge of number family relationships, mentally calculating the value, using a calculator or abacus. (MAA312 K)
- 10.4 Demonstrate knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems. (MAA311 1st)
- 10.5 Demonstrate knowledge of appropriate methods (for example, concrete materials, mental mathematics, paper and pencil) to solve real-world problems involving addition and subtraction. (MAA313 1st, 2nd)
- 10.6 Use a calculator to explore addition, subtraction, and skip counting. (MAA313 1st)
- 10.7 Choose and explain the computing method that is more appropriate (that is faster, more accurate, easier) for varied real-world tasks (for example, recall of basic facts is faster than using a calculator whereas recording data from survey results may be easier with a calculator). (MAA313 2nd)
- 10.8 Describe the related facts that represent a given fact family up to 18 (for example, $9+3=12$, $12-9=3$, $12-3=9$). (MA311 1st)
- 10.9 Demonstrate knowledge of how to use the communicative and associative properties of addition in solving problems and basic facts. (MA311 1st)
- 10.10 Add and subtract two-digit numbers without regrouping (sums to 100) using models, concrete materials, and algorithms. (MAA311 1st)
- 10.11 Recall from memory the addition facts and corresponding subtraction facts. (MAA311 2nd)
- 10.12 Demonstrate knowledge of the related facts that represent the inverse relationships between addition and subtraction. (MAA311 2nd)
- 10.13 Add and subtract two-digit numbers with or without regrouping using models, concrete materials, and algorithms. (MAA311 2nd)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 10.14 Write number sentences and solve number problems with one operation involving addition or subtraction. (MAA312 2nd)

Multiplication and Division

- 10.15 Demonstrate knowledge of multiplication for the repeated addition and array models using manipulatives, drawings, and story problems. (MAA311 2nd)
- 10.16 Demonstrate knowledge of division for the repeated subtraction and partitive models using manipulatives, drawings, and story problems. (MAA311 2nd)
- 10.17 Create and act out (using objects) number stories representing multiplication and division situations. (MAA312 2nd)

Problem Solving Strategies

- 10.18 Create and act out number stories using objects. (MA312 K)
- 10.19 Use informal methods such as pictures, concrete materials, and role playing to solve real-world problems. (MAD212 K)
- 10.20 Demonstrate knowledge of strategies for solving number problems. (MAA312 K)
- 10.21 Use a number line to demonstrate how to count up and count back from a given number. (MAA311 K)
- 10.22 Solve basic addition facts using concrete objects and thinking strategies such as count on, count back, doubles, doubles plus one, and make ten. (MAA311 1st)
- 10.23 Pose and solve simple number problems by selecting the proper operation, addition or subtraction (for example, finding how many students are sitting at tables one and two). (MAA312 1st)
- _____ uses concrete objects _____ describes thinking
- _____ writes number sentences
- 10.24 Estimate reasonable answers to basic facts (for example: Will $7+8$ be more than 10?). (MAA411 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 10.25 Pose and solve simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two). (MAA312 1st)
- 10.26 Use concrete objects to solve real-world addition and subtraction problems with one unknown (for example: There are 28 students in this class and 25 are here today. How many are absent?). (MAD212 1st)
- 10.27 Predict the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers). (MAA311 2nd)
- 10.28 Estimate reasonable solutions for addition and subtraction problems (sums to 100) and explain the procedure used (for example, the sum of 34 and 57 is more than 80 since $30+50$ is 80). (MAA411 2nd)
- 10.29 Demonstrate knowledge of reasonable and unreasonable estimates. (MAA411 2nd)
- 10.30 Solve problems involving addition and subtraction using a variety of strategies (for example, drawings, role playing, and working backward) and explain the solution strategy. (MAA312 2nd)
- 10.31 Use concrete objects, paper and pencil, or mental mathematics to solve real-world equations with one unknown (for example: There are 28 students in the room and 16 brought their lunches. How many are buying lunch?). (MAD212 2nd)

Algebraic Thinking

- 10.32 Demonstrate knowledge that symbols can be used to represent missing or unknown quantities (for example, fill in the missing number: 5, 6, \square , 8.). (MAD211 K)
- 10.33 Solve addition and subtraction sentences where an unknown number is represented by a geometric shape (for example, $2 + \square = 9$). (MAD 211 1st)
- 10.34 Use concrete objects to solve number sentences with equalities and inequalities using the symbols $>$, $=$, $<$. (MAD211 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

10.35 Solve a variety of number sentences where the missing number is represented by a geometric shape (for example, $10 - \square = 6$). (MAD211 2nd)

10.36 Solve a variety of number sentences with equalities and inequalities using the symbols $>$, $=$, $<$. (MAD211 2nd)

11. Identify geometric figures and their attributes. (CL.B.3.In.2, CL.B.3.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

11.1 Identify two-dimensional shapes. (MAC111 K)

___ circles ___ squares ___ rectangles ___ triangles

11.2 Sort three-dimensional objects by varied attributes (for example, identifying which can roll, stack, or slide). (MAC111 K)

11.3 Sort three-dimensional objects according to geometric shapes. (MAC111 K)

___ spheres ___ cylinders ___ cones

11.4 Recognize, compare, and sort real-world objects or models of solids. (MAC311 K)

11.5 Identify attributes of two-dimensional shapes such circles, squares, triangles, and rectangles (for example, vertices, edges, corners, curves). (MAC111 1st; MAC3111 K)

11.6 Identify attributes of three-dimensional figures (for example, vertices, curves, faces). (MAC111 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 11.7 Compare and sort two- and three-dimensional real-life objects. (MAC311 1st)
- 11.8 Identify geometric shapes in real-life situations. (MAC311 1st)
- 11.9 Compare and contrast two- and three-dimensional real-life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid). (MAC311 2nd)
- 11.10 Describe attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles). (MAC111 2nd)
- 11.11 Describe attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles). (MAC111 2nd)

12. Solve geometric problems. (CL.B.3.In.2, CL.B.3.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

_____ partial _____ full _____ constant _____ occasional

Spatial Relationships

- 12.1 Demonstrate knowledge of terms that describe relative location (for example, near, far, up, down, left, right, behind, in front). (SSB111 K)
- 12.2 Demonstrate knowledge of spatial relationships (for example, in or out; above or below; over or under; top, bottom, or middle). (MAC211 K)
- 12.3 Identify left and right hand. (MAC211 K)
- 12.4 Follow directions to move or place an object in relation to another (for example, next to, to the right of). (MAC212 K)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 12.5 Follow directions to move or place an object and describe the relationship of objects using positional language (for example, over, to the left of). (MAC211 1st)

Symmetry and Congruency

- 12.6 Recognize symmetry in the environment. (MAC211 K)
- 12.7 Use concrete materials to make symmetrical figures (for example, paper fold, paint blot). (MAC211 K, 1st)
- 12.8 Demonstrate understanding of lines of symmetry in two-dimensional shapes (for example, paper folding, ink blot pictures, mirrors). (MAC211 1st)
- 12.9 Describe symmetry in two-dimensional shapes. (MAC211 2nd)
- 12.10 Predict the reflection of a given two-dimensional shape. (MAC211 2nd)
- 12.11 Match objects to outlines of their shapes. (MAC211 K)
- 12.12 Identify congruent shapes. (MAC211 2nd)

Transformations

- 12.13 Demonstrate knowledge that shapes can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon). (MAC211 1st)
- 12.14 Identify shapes that can be combined or separated (for example, a rectangle can be separated into two triangles). (MAC211 2nd)
- 12.15 Identify and demonstrate slides, flips, and turns of simple figures using concrete materials. (MAC212 K, 1st, 2nd)

Number Lines and Coordinates

- 12.16 Locate known and unknown numbers on a number line (for example, finding what number you are on if you move 2 numbers forward or 3 numbers back). (MAC312 K, 1st, 2nd)
- _____ to 10 _____ to 50 _____ to 100 _____ to 1000
- 12.17 Locate and identify the coordinate points of objects on a coordinate grid (first quadrant). (MAC312 2nd)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

13. Analyze frequencies and use knowledge of probability to display and interpret data. (CL.B.3.In.2, CL.B.3.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Data Analysis

- 13.1 Determine questions through class discussions for a simple two-choice survey so that the collected information will answer the question (for example: Do you like plain or chocolate milk?). (MAE311 1st; MAE312 K, 1st)
- 13.2 Survey a small group to answer a simple question involving two categories or choices (for example, students who bring lunches or students who buy lunches). (MAE111 1st)
- 13.3 Display the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold, wings or no wings, buttons or no buttons). (MAE111 K; MAE311 K; MAE312 K)
- 13.4 Collect data for two or more categories and create a line graph, pictograph, or chart to display results. (MAE111 1st; MAE113 K; MAE311 K, 1st)
- 13.5 Use concrete materials, pictures, or graphs to show range and mode (for example, on a human, block, or picture graph showing number of brothers and sisters, range is from zero to the highest number of siblings; mode is the number of siblings most common in the class). (MAE112 K, 1st)
- 13.6 Analyze the results from a survey as a part of a class discussion. (MAE311 1st)

Functional Academics

Standard 3. The student identifies and applies mathematical concepts and processes to solve problems.

- 13.7 Predict the outcome for a larger population by analyzing data from a smaller group. (MAE113 1st, 2nd)
- 13.8 Pose questions and collect data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed). (MAE111 2nd; MAE312 2nd)
- 13.9 Record data using pictures, concrete materials, or tally marks. (MAE111 2nd)
- 13.10 Organize survey data in a simple pictograph, concrete graph, or chart. (MAE111 2nd; MAE112 2nd)
- 13.11 Analyze and explain orally or in writing the results from a survey. (MAE311 2nd)

Probability

- 13.12 Demonstrate knowledge of the likelihood of a given situation (for example: Could a lion come visit you? Will we have school tomorrow? Will it rain today?). (MAE211 K, 1st, 2nd)
- 13.13 Demonstrate knowledge that a given event is more likely, equally likely, or less likely to occur (for example, fish sticks or pizza for lunch in the cafeteria, six blue marbles and two green marbles in a bag). (MAE212 K, 1st, 2nd)
- 13.14 Participate in games or activities dependent upon chance (for example, using spinners or number cubes). (MAE211 K)
- 13.15 Explain if an event is certain, probable, or impossible. (MAE211 1st, 2nd)
- 13.16 Record the results of activities involving chance and make predictions based on data (for example, coin flips, number cube rolls, bean toss on an area divided into unequal portions). (MAE212 2nd)

This page intentionally left blank.

**Domain: Curriculum and Learning Environment
Strand: Functional Academics**

- Standard 4 The student uses a systematic approach to solve problems.
- CL.B.4.In.1 Identify problems and examine alternative solutions.
- CL.B.4.In.2 Implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 Identify problems and examine alternative solutions—with guidance and support.
- CL.B.4.Su.2 Implement solutions to problems and evaluate effectiveness—with guidance and support.
- CL.B.4.Pa.1 Participate in problem solving efforts in daily activities—with assistance.

Performance Objectives for Elementary Students

1. Attend to materials and behaviors in environment. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 1.1 Recognize various sounds, tactile stimuli, visual stimuli, or smells.
- 1.2 Identify meaningful changes in sounds, visual stimuli, or smells.
- 1.3 Demonstrate knowledge that the five senses allow us to take in and respond to information in order to learn about our surroundings. (SCH115 K)

Functional Academics

Standard 4 The student uses a systematic approach to solve problems.

- 1.4 Demonstrate knowledge that objects have many different observable properties (for example, colors, shapes, forms, textures, sizes and weights, positions and speeds). (SCA111 K)
- 1.5 Identify physical and human features of familiar places. (SSB113 K)

2. Recognize that a problem exists. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Identify Problem

- 2.1 Express curiosity and seek information about an object or event.
- 2.2 Recognize sounds or other stimuli that indicate something is wrong.
- 2.3 Show awareness of a problem in routine situations.
- 2.4 Identify a common problem in the classroom.
- 2.5 Identify common problems in the school environment.
- 2.6 Identify problems in the school or community.

Describe Situation

- 2.7 Know that learning can come from observation. (SCH111 K)
- 2.8 Ask questions about events that have occurred.
- 2.9 Identify indicators or signs of problems.
- 2.10 Identify a person, object, or activity involved in a problem situation.
- 2.11 Describe persons, objects, or activities involved in a problem situation.

Functional Academics

Standard 4 The student uses a systematic approach to solve problems.

2.12 Use observation and tools to gather information about the problem.

2.13 Describe a problem situation and identify possible causes.

3. Describe possible actions to solve the problem. (CL.B.4.In.1, CL.B.4.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

3.1 Identify one thing to do to respond to a problem.

3.2 Identify various ways to respond to and solve problems.

3.3 Pose questions, seek answers, draw pictures of observations, and make decisions using information. (SCH114 K)

3.4 Identify a set of actions to respond to a problem.

3.5 Work with others to complete an experiment or to solve a problem. (SCH113 1st)

3.6 Differentiate between problems one can solve alone and those that can be solved only with assistance from others.

4. Show awareness of possible outcomes of actions. (CL.B.4.In.1, CL.B.4.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

4.1 Demonstrate awareness of cause/effect relationship during functional activities (for example, if I press this switch, the TV will come on).

4.2 Maintain search for object or person where last seen.

4.3 Recognize familiar objects that are partially hidden.

4.4 Seek solutions to problems by exploring possibilities.

4.5 Identify possible outcomes of actions used to solve problems.

4.6 Choose the best way to solve a common problem.

4.7 Determine the solution that is most likely to solve the problem.

5. Carry out tasks to solve the problem. (CL.B.4.In.2, CL.B.4.Su.2, CL.B.4.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Functional Academics

Standard 4 The student uses a systematic approach to solve problems.

- 5.1 Repeat movements to activate objects (for example, presses switch, shakes a toy).
- 5.2 Aid or tolerate efforts of others to solve problems in routine situations.
- 5.3 Return attention to object after being distracted.
- 5.4 Release objects held in hands to obtain a new object.
- 5.5 Move to secure an out-of-reach object.
- 5.6 Turn or rotate objects to view functional side.
- 5.7 Position objects for use (for example, puts spoon on plate, turns switch toward hand).
- 5.8 Alert others to start or stop equipment used in functional tasks (for example, asks peers to turn on radio, asks caregiver to turn off air conditioner).
- 5.9 Maintain search for desired person or object until found (for example, searches for and finds signaling button, searches for and locates familiar person in a group).
- 5.10 Help to carry out needed tasks to solve problems.
- 5.11 Follow one-step instructions to solve common problems.
- 5.12 Follow multi-step instructions to solve common problems.
- 5.13 Complete tasks to solve a problem.
- 5.14 Maintain effort until problem is solved.

6. Evaluate outcomes and make changes, if needed. (CL.B.4.In.2, CL.B.4.Su.2, CL.B.4.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 6.1 Seek assistance when encountering difficulties in solving a problem.
- 6.2 Ask for help when unexpected events occur when solving a problem.
- 6.3 Show awareness of impact of decisions and activities related to solving the problem (for example, determines if the solution solved the problem, increased the problem, caused new problems).
- 6.4 Try a different way to complete a task when the first one doesn't work.
- 6.5 Show awareness that problem was solved.
- 6.6 Indicate whether or not the problem was solved.
- 6.7 Describe how the problem was solved.
- 6.8 Identify what to do if problem occurs again.

**Domain: Curriculum and Learning Environment
Strand: Life Work**

- Standard 1 The student recognizes opportunities and responsibilities in the workplace.
- CL.C.1.In.1 Use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 Identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 Make general preparations for entering the workforce.
- CL.C.1.Su.1 Use knowledge of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 Identify individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 Make general preparations for entering the workforce—with guidance and support.
- CL.C.1.Pa.1 Show willingness or interest in participating in works or community activities —with assistance.

Performance Objectives for Elementary Students

- 1. Communicate interest in desired school or community activities. (CL.C.1.In.1, CL.C.1.Su.1, CL.C.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Life Work

Standard 1. The student recognizes opportunities and responsibilities in the workplace.

- 1.1 Show interest in participating in productive activities in the school or community.
- 1.2 Select preferred productive activities in the school or community when given choices.
- 1.3 Engage in preferred productive activities in school and community.
- 1.4 Seek out opportunities to participate in productive activities in school and community.
- 1.5 Indicate when he or she does not want to participate in productive activities in school and community.

2. Identify jobs of family members and workers in the school and community.
(CL.C.1.In.1, CL.C.1.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Identify jobs of family members.
- 2.2 Recognize jobs included in stories, picture books, and videos.
- 2.3 Give simple descriptions of work and jobs that people do. (SSD211 K)
- 2.4 Identify jobs of school personnel.
- 2.5 Identify jobs of familiar community members.
- 2.6 Identify ways people in different cultures live, work, play, move about, and communicate. (SSA111 1st)

Life Work

Standard 1. The student recognizes opportunities and responsibilities in the workplace.

- 2.7 Describe different products and services available in the local community. (AT2311 K-2nd)
- 2.8 Identify some requirements of various jobs and characteristics of a job well-performed. (SSD211 2nd)
- 2.9 Demonstrate awareness of the need for specialized training for employment in some types of jobs.
- 2.10 Demonstrate an understanding of different types of businesses (for example, retail, services, construction, manufacturing).
- 2.11 Demonstrate an understanding of the concept of business ownership. (AT2312 K-2nd)

3. Identify tasks, tools, and environments of jobs in the school and community. (CL.C.1.In.1, CL.C.1.Su.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Identify skills and tools used in specific jobs in the school.
- 3.2 Identify skills and tools used in specific jobs in the local community.
- 3.3 Describe working environments in the school and community.
- 3.4 Demonstrate knowledge of ways in which scientists use tools (for example, to gather information, to analyze, to calculate). (SCH311 2nd)

4. Identify benefits of working. (CL.C.1.In.2, CL.C.1.Su.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Describe how different types of work benefit the family and community. (SSD211 1st)
- 4.2 Identify how personal interests and activities can relate to potential jobs and careers.
- 4.3 Identify personal benefits associated with employment (for example, performing personally satisfying activities, contributing to family and community, establishing relationships with coworkers).
- 4.4 Identify how work provides income to purchase goods and services. (SSD211 2nd)
- 4.5 Demonstrate awareness of the intra-dependence of local industries, the community, and the individual. (AT7111 K-2nd)

Life Work

Standard 1. The student recognizes opportunities and responsibilities in the workplace.

5. Record personal information accurately. (CL.C.1.In.3, CL.C.1.Su.3)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

5.1 Recognize personal information in written form.

___ first name ___ last name ___ age
___ street address ___ city, state ___ phone number
___ parents' or guardian's name ___ birthday

5.2 Write personal information accurately.

___ first name ___ last name ___ age
___ street address ___ city, state ___ phone number
___ parents' or guardian's name ___ birthday

This page intentionally left blank.

**Domain: Curriculum and Learning Environment
Strand: Life Work**

- Standard 2 The student demonstrates competencies needed for employment.
- CL.C.2.In.1 Plan and implement personal work assignments.
- CL.C.2.In.2 Use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 Display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 Follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 Apply employability skills in the workplace.
- CL.C.2.Su.1 Plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 Use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 Display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 Follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 Apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 Participate in work or community activities—with assistance.

Performance Objectives for Elementary Students

1. Plan and begin work tasks and assignments. (CL.C.2.In.1, CL.C.2.Su.1, CL.C.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Life Work

Standard 2. The student demonstrates competencies needed for employment.

- 1.1 Use a consistent response to persons or stimuli that are part of routine tasks.
- 1.2 Recognize familiar objects that are used in routine tasks.
- 1.3 Grasp or request objects used in tasks when visually presented.
- 1.4 Return attention to object used in tasks after being distracted.
- 1.5 Examine new objects used in tasks visually, orally, or tactually.
- 1.6 Release objects held in hands to obtain a new object used in tasks.
- 1.7 Move to secure or request an out-of-reach object used in tasks.
- 1.8 Turn or rotate objects used in tasks to view functional side.
- 1.9 Use a variety of common objects functionally.
- 1.10 Initiate tasks or assignments when told.
- 1.11 Stop previous activity in order to begin new activity.
- 1.12 Get supplies and equipment for work assignments.
- 1.13 Begin work assignment when signal or cue is given.
- 1.14 Assist in planning personal work assignments.
- 1.15 Select a project to complete. (AT2111 K-2nd)
- 1.16 Describe product to be produced.
- 1.17 Identify needed resources and equipment for product.

2. Use familiar tools, equipment, and supplies safely and correctly. (CL.C.2.In.2, CL.C.2.Su.2, CL.C.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Repeat movements to activate tools or equipment.
- 2.2 Maintain search for tools, equipment, or supplies where last seen.
- 2.3 Recognize familiar tools, equipment, or supplies that are partially hidden.
- 2.4 Grasp or request tools, equipment, or supplies when visually presented.
- 2.5 Return attention to tools, equipment, or supplies after being distracted.
- 2.6 Release tools, equipment, or supplies held in hands to obtain a new item.
- 2.7 Move to secure or request out-of-reach tools, equipment, or supplies.
- 2.8 Turn or rotate tools, equipment, or supplies to view functional side.
- 2.9 Use a variety of common tools, equipment, or supplies in routine activities.
- 2.10 Identify tools, equipment, and supplies used to do work (for example, uses a word processor to write a story).
- 2.11 Analyze "best simple technology" (for example, crayons, computers) to perform simple academic tasks. (AT5111 K-2nd)
- 2.12 Use classroom materials purposefully and safely.
- 2.13 Use technology to improve school related skills. (AT5112 K-2nd)
- 2.14 Use technology in "just in time" learning settings (for example, apply computer software to complete a class project). (AT5211 K-2nd)

Life Work

Standard 2. The student demonstrates competencies needed for employment.

- 2.15 Help to clean up and put tools, equipment, and supplies away.
- 2.16 Report problems with tools, equipment, and supplies to appropriate persons.

**3. Carry out tasks and complete assignments according to classroom expectations.
(CL.C.2.In.3, CL.C.2.Su.3, CL.C.2.In.5, CL.C.2.Su.5)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Reliability

- 3.1 Complete personal work assignments in the correct sequence.
- 3.2 Maintain attention by staying on task and ignoring distractions.
- 3.3 Continue effort until task is completed.
- 3.4 Meet timelines set by others.
- 3.5 Complete the expected amount of work.
- 3.6 Check finished task for completeness and correctness.
- 3.7 Demonstrate ability to complete and document progressive tasks.
(AT2112 K-2nd)

Responsibility

- 3.8 Identify examples of situations involving responsibility (for example, in the home, classroom). (SSC213 K)
- 3.9 Identify benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem). (SSC213 2nd)
- 3.10 Adjust behaviors or ask for assistance when procedures change.

Life Work

Standard 2. The student demonstrates competencies needed for employment.

- 3.11 Follow classroom rules for behavior. (AT9111 K-2nd)
- 3.12 Demonstrate positive interpersonal skills, teamwork, and a work ethic in class work. (AT9112 K-2nd)

4. Follow health and safety rules in the school and classroom. (CL.C.2.In.4, CL.C.2.Su.4)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Cooperate with others to care for health or safety problems in the school environment.
- 4.2 Stay in the designated area to safely complete tasks (for example, leaves room only when given permission, attends to own tasks).
- 4.3 Demonstrate awareness of health-related habits and activities (for example, hand washing, eating, drinking). (AT8111 K-2nd)
- 4.4 Demonstrate awareness of unhealthy habits and activities. (AT8112 K-2nd)
- 4.5 Demonstrate awareness of safety practices. (AT8113 K-2nd)
- 4.6 Demonstrate awareness of safety hazards. (AT8114 K-2nd)
- 4.7 Demonstrate awareness of dangerous items in school and at home. (AT8115 K-2nd)
- 4.8 Demonstrate knowledge of how to get help for emergencies. (AT8116 K-2nd)

This page intentionally left blank.

**Domain: Independent Functioning
Strand: Personal Care**

Standard 1	The student engages in productive and leisure activities used in the home and community.
IF.A.1.In.1	Complete productive and leisure activities used in the home and community.
IF.A.1.In.2	Complete personal care, health, and fitness activities.
IF.A.1.Su.1	Complete productive and leisure activities used in the home and community— with guidance and support.
IF.A.1.Su.2	Complete personal care, health, and fitness activities— with guidance and support.
IF.A.1.Pa.1.	Participate in routines of productive and leisure activities used in the home and community— with assistance.
IF.A.1.Pa.2.	Participate in personal care, health, and fitness routines— with assistance.

Performance Objectives for Elementary Students

1. Initiate productive activities used in the home. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

1.1 Recognize familiar objects used in productive activities.

1.2 Grasp or request objects used in productive activities when visually presented.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 1.3 Release objects held in hands to obtain a new object used in productive activities.
- 1.4 Move to secure or request an out-of-reach object used in productive activities.
- 1.5 Turn or rotate objects used in productive activities to view functional side.
- 1.6 Locate an object used in productive activities in its customary location.
- 1.7 Show interest in participating or helping with productive activities (for example, helps to push vacuum cleaner, hands napkins to set the table).
- 1.8 Express intent to carry out productive activity.
- 1.9 Ask for help with starting productive activity.
- 1.10 Initiate needed productive activities (for example, pulls up covers after getting out of bed, helps put away groceries, gets out clothes for school).
- 1.11 Demonstrate knowledge of types of shelter, food, and clothing used by people in the community. (SSB211 K)
- 1.12 Demonstrate knowledge of basic needs of families (for example, food, shelter, clothing, companionship). (SSB213 K)
- 1.13 Demonstrate knowledge of ways families meet basic needs. (SSB213 1st)
- 1.14 Demonstrate understanding that people need food for energy. (SCB115 1st)
- 1.15 Demonstrate knowledge of the nutritional value of various foods (for example, fruit, cereal, dairy, meat). (SCB115 1st)
- 1.16 Classify food and food combinations according to the Food Guide Pyramid. (HEA119 K-2nd)

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

2. Carry out needed productive activities using supplies and equipment safely and effectively. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Productive Activities in the Home

- 2.1 Use a consistent response to persons or stimuli that are part of the daily routine in productive activities in the home.
- 2.2 Repeat movements to activate objects used in productive activities in the home.
- 2.3 Return attention to object used in productive activities in the home after being distracted.
- 2.4 Release objects held in hands to obtain a new object used in productive activities in the home.
- 2.5 Move to secure or request an out-of-reach object used in productive activities in the home.
- 2.6 Use a variety of common objects in productive activities in the home in functional ways.
- 2.7 Find an object used in productive activities in the home in its customary location.
- 2.8 Gather supplies and equipment and start specified productive activity in the home.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 2.9 Perform simple productive activities in the home (for example, opens and closes food containers, clears table, puts dirty clothes into laundry, hangs up clothing, puts away materials or tools, cleans up spills and accidents).
- 2.10 Perform multi-task productive activities in the home (for example, makes simple sandwich, prepares own lunch, sets table, cleans bedroom).
- 2.11 Complete all tasks needed to complete selected productive activities in the home including preparation and set-up routines and clean-up or closing routines.

Productive Activities in the Community

- 2.12 Use a consistent response to persons or stimuli that are part of a daily routine of productive activities in the community.
- 2.13 Use a variety of common objects in productive activities in the community in a functional way.
- 2.14 Perform productive activities in the community (for example, selects a book at the library, helps on a volunteer cleanup, assists with a bake sale).
- 2.15 Complete all tasks needed to complete selected productive activities in the community including preparation and set-up routines and clean-up or closing routines.

3. Initiate routine leisure activities. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 3.1 Use a consistent response to persons or stimuli that are part of routine leisure activities.
- 3.2 Recognize familiar objects used in leisure activities.
- 3.3 Grasp or request objects used in leisure activities when visually presented.
- 3.4 Release objects held in hands to obtain a new object used in leisure activities.
- 3.5 Move to secure or request an out-of-reach object used in leisure activities.
- 3.6 Turn or rotate objects used in leisure activities to view functional side.
- 3.7 Find an object used in leisure activities in its customary location.
- 3.8 Show interest in participating in leisure activities (for example, helps to set up game, indicates desire to play with toys).
- 3.9 Express intent to carry out leisure activity.
- 3.10 Ask for help with starting leisure activity.
- 3.11 Initiate desired leisure activities (for example, gets out blocks for building, turns on television, puts on swim suit).
- 3.12 Indicate personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books).
(LAC112 K, 1st, 2nd)
- 3.13 Select materials to read for pleasure. (LAA212 K, 1st, 2nd)

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

4. Carry out desired leisure activities using supplies and equipment safely and effectively. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Use a consistent response to persons or stimuli that are part of a daily routine in leisure activities.
- 4.2 Repeat movements to activate objects used in leisure activities.
- 4.3 Return attention to object used in leisure activities after being distracted.
- 4.4 Release objects held in hands to obtain a new object used in leisure activities.
- 4.5 Move to secure or request an out-of-reach object used in leisure activities.
- 4.6 Use a variety of common objects in leisure activities functionally.
- 4.7 Find an object used in leisure activities in its customary location.
- 4.8 Gather supplies and equipment and start leisure activity.
- 4.9 Perform solo leisure activities (for example, puzzles, books, drawing, hobbies).
- 4.10 Perform team or group leisure activities (for example, board games, team or pair sports, performances, and celebrations).
- 4.11 Complete all tasks needed to complete selected leisure activities including preparation and set-up routines and clean-up or closing routines.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

5. Initiate routine personal care, health, and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 5.1 Show interest in activities of personal care, health, and fitness.
- 5.2 Use a consistent response to persons or stimuli that are part of a daily routine in personal care, health, and fitness.
- 5.3 Repeat movements to activate objects used in personal care, health, and fitness activities.
- 5.4 Maintain search for object or person in personal care, health, and fitness activities where last seen.
- 5.5 Grasp or request objects used in personal care, health, and fitness activities when visually presented.
- 5.6 Notify someone to help with needed personal care, health, and fitness activities.
- 5.7 Request desired personal care, health, and fitness activities.
- 5.8 Initiate activities related to personal care, health, and fitness.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

6. Carry out needed personal care, health, and fitness activities using supplies and equipment safely and effectively. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Feeding

- 6.1 Use a consistent response to persons or stimuli that are part of routine feeding activities.
- 6.2 Maintain search for food or feeding tools where last seen.
- 6.3 Recognize familiar objects used in feeding.
- 6.4 Grasp or request objects used in feeding when visually presented.
- 6.5 Return attention to object used in feeding after being distracted.
- 6.6 Release objects held in hands to obtain a new object used in feeding.
- 6.7 Move to secure or request an out-of-reach object used in feeding.
- 6.8 Turn or rotate objects used in feeding to view functional side.
- 6.9 Use a variety of common objects involved in feeding in functional ways.
- 6.10 Find an object used in feeding in its customary location.
- 6.11 Assist with feeding self.
- 6.12 Perform simple tasks for feeding (for example, eats finger foods, drinks from cup, uses spoon and fork).

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 6.13 Perform complex tasks for feeding (for example, uses knife to cut food, spreads butter on bread).
- 6.14 Complete all tasks needed to complete feeding activities, including preparation and set-up routines and clean-up or closing routines.

Dressing

- 6.15 Use a consistent response to persons or stimuli that are part of routine dressing activities.
- 6.16 Maintain search for clothing where last seen.
- 6.17 Recognize familiar clothing.
- 6.18 Grasp or request clothing when visually presented.
- 6.19 Return attention to clothing after being distracted.
- 6.20 Release clothing held in hands to obtain a new object.
- 6.21 Move to secure or request an out-of-reach clothing item.
- 6.22 Turn or rotate clothing to view functional side.
- 6.23 Find an item of clothing in its customary location.
- 6.24 Assist with personal dressing activities.
- 6.25 Perform simple tasks for personal dressing (for example, asks for help with difficult clothing; opens and closes zippers, buttons, Velcro™; puts on outerwear).
- 6.26 Perform complex tasks for personal dressing (for example, takes clothing off and puts it away or in the laundry, selects and puts on clothing, dresses appropriately for the weather).
- 6.27 Complete all tasks needed to complete personal dressing activities, including preparation and set-up routines and clean-up or closing routines.

Hygiene and Grooming

- 6.28 Use a consistent response to persons or stimuli that are part of routine hygiene and grooming activities.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 6.29 Maintain search for hygiene and grooming tools or supplies where last seen.
- 6.30 Recognize familiar objects used in hygiene and grooming.
- 6.31 Grasp or request objects used in hygiene and grooming when visually presented.
- 6.32 Return attention to object used in hygiene and grooming after being distracted.
- 6.33 Release objects held in hands to obtain a new object used in hygiene and grooming.
- 6.34 Move to secure or request an out-of-reach object used in hygiene and grooming.
- 6.35 Turn or rotate objects used in hygiene and grooming to view functional side.
- 6.36 Use a variety of common objects involved in hygiene and grooming functionally.
- 6.37 Find an object used in hygiene and grooming in its customary location.
- 6.38 Assist with personal hygiene care.
- 6.39 Perform simple tasks for personal hygiene (for example, brushes or combs hair, washes and dries hands, flushes toilet, uses tissues to wipe nose).
- 6.40 Perform complex tasks for personal hygiene (for example, uses toilet, bathes, shampoos hair).
- 6.41 Complete all tasks needed to complete personal hygiene and grooming, including preparation and set-up routines and clean-up or closing routines.

Health and Well Being

- 6.42 Demonstrate knowledge of names of body parts. (HEA111 K-2nd)
- 6.43 Demonstrate understanding of positive health behaviors that enhance wellness. (HEA112 K-2nd)
- 6.44 Demonstrate understanding of various responsibilities of family members (for example, mother, father, aunt, grandparent, guardian, sibling) for health promotion and disease prevention. (HEA113 K-2nd)

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 6.45 Recognize environmental health problems and understand possible solutions. (HEA114 K-2nd)
- 6.46 Identify common health problems of children and possible ways to prevent these problems. (HEA115 K-2nd)
- 6.47 Demonstrate understanding of why health problems should be recognized and treated early. (HEA116 K-2nd)
- 6.48 Recognize that injuries may be prevented. (HEA117 K-2nd)
- 6.49 Recognize the relationship between physical and emotional health. (HEA118 K-2nd)
- 6.50 Demonstrate knowledge of sources of health information (for example, people, places, and products) and how to locate them. (HEA211 K-2nd)
- 6.51 Demonstrate knowledge of and practice good health habits. (HEB111 K-2nd)
- 6.52 Identify health problems that require the help of a trusted adult (for example, child abuse). (HEC111 K-2nd)
- 6.53 Recognize that personal decisions may be healthy or unhealthy. (HEC112 K-2nd)

Motor Skills and Fitness

- 6.54 Control and move head from varied positions.
- 6.55 Move whole body to change position or move from place to place.
- 6.56 Sit on floor or in chairs.
- 6.57 Stand on floor.
- 6.58 Change positions from sitting to standing and reverse.
- 6.59 Demonstrate basic locomotor skills. (PEA117 K-2nd)
 - ___ walk ___ run ___ skip ___ gallop
 - ___ jump ___ hop ___ leap ___ slide
- 6.60 Walk up and down stairs.

Personal Care

Standard 1. The student engages in productive and leisure activities used in the home and community.

- 6.61 Demonstrate various techniques for catching thrown objects. (PEA119 K-2nd)
_____ both hands _____ one hand _____ with net or mitt
- 6.62 Demonstrate various techniques for landing safely. (PEA213 K-2nd)
_____ both feet _____ hands and feet
- 6.63 Move each joint through a functional range of motion. (PEB111 K-2nd)
- 6.64 Identify changes in the body during physical activity. (PEA311 K-2nd)
- 6.65 Demonstrate knowledge of various warm-up and cool-down exercises. (PEB113 K-2nd)
- 6.66 Participate in a health-related fitness assessment. (PEB114 K-2nd)

**Domain: Independent Functioning
Strand: Personal Care**

Standard 2	The student accesses and uses community resources and services.
IF.A.2.In.1	Select and use community resources and services for specified purposes.
IF.A.2.In.2	Demonstrate safe travel within and beyond the community.
IF.A.2.Su.1	Use community resources and services for specified purposes—with guidance and support.
IF.A.2.Su.2	Demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.1	Participate in activities involving the use of community resources and services—with assistance.
IF.A.2.Pa.2	Participate in reaching desired locations safely with familiar environments—with assistance.

Performance Objectives for Elementary Students

1. Prepare to use community resources and services. (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 1.1 Show interest in participating in activities in the community (for example, asks parent, accepts invitation from friends, talks about activities).

Personal Care

Standard 2. The student accesses and uses community resources and services.

- 1.2 Initiate preparations for activities in the community (for example, asks for help, gets ready to travel to location).
- 1.3 Complete preparations for activities in the community (for example, dresses appropriately, gathers needed supplies or equipment).
- 1.4 Demonstrate awareness of community activities that are dependent on other variables (for example, weather, day of week, condition of room).
- 1.5 Demonstrate understanding of similarities and differences between life in cities, town, suburbs, and farms. (SSB211 1st)
- 1.6 Demonstrate knowledge of the community agencies that support healthy families, individuals, and communities. (HEC213 K-2nd)

**2. Carry out activities involved in using community resources or services.
(IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Use a consistent response to persons or stimuli that relate to routine community resources or services.
- 2.2 Recognize familiar objects and equipment used in routine community resources or services.
- 2.3 Return attention to object used in routine community resources or services after being distracted.
- 2.4 Use various common objects involved in routine community resources or services in functional ways.

Personal Care

Standard 2. The student accesses and uses community resources and services.

- 2.5 Participate in routines for successful completion of community activity (for example, leaves transportation vehicle, goes with adult to desired location, communicates with personnel, gets ready for return trip).
- 2.6 Perform simple tasks in the community (for example, accompanies an adult to the store, walks in the park).
- 2.7 Perform complex tasks in the community (for example, eats in a full service restaurant, goes shopping to select new clothes).
- 2.8 Perform routine personal care or productive activities in the community competently (for example, goes to doctor or therapy appointments, gets hair cut).
- 2.9 Keep track of personal belongings when in the community.

3. Prepare for travel. (IF.A.2.In.2, IF.A.2.Su.2, IF.A.2.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Show interest in traveling within and beyond the community.
- 3.2 Show interest in moving about the immediate environment (for example, smiles when asked about going somewhere, turns toward desired location).
- 3.3 Complete preparations for travel (for example, gets dressed, gathers needed objects, completes personal care routines).
- 3.4 Find specific locations in home or apartments (for example, living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal, storage areas).

Personal Care

Standard 2. The student accesses and uses community resources and services.

- 3.5 Demonstrate knowledge of modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages. (SSB215 1st)

4. Use routine modes of transportation safely. (IF.A.2.In.2, IF.A.2.Su.2, IF.A.2.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

General

- 4.1 Use a consistent response to persons or stimuli that are part of routine travel activities.
- 4.2 Recognize familiar objects and equipment used in travel.
- 4.3 Return attention to object used in travel after being distracted.
- 4.4 Use various common objects involved in travel functionally.

Mobility in Homes, Schools, and Other Buildings

- 4.5 Move about purposefully within the immediate environment (for example, home, classroom).
- 4.6 Move purposefully within the school building.
- 4.7 Complete ancillary mobility tasks (for example, turns doorknobs, pulls out chair, negotiates obstacles, pushes floor button on elevator).
- 4.8 Go to specific locations in buildings in the community (for example, elevators, stairs, emergency exits, restrooms, specific areas or departments, offices).

Personal Care

Standard 2. The student accesses and uses community resources and services.

- 4.9 Enter and exit buildings through appropriate doorways (for example, attends to “In,” “Out,” “Enter,” and “Exit” designations on doors).

Travel Within Community

- 4.10 Move purposefully within the immediate neighborhood.
- 4.11 Find a desired location in the community (for example, locates street number, recognizes business sign).
- 4.12 Use available modes of transportation to reach desired locations in the community (for example, walking, bicycle, bus, taxi, car).
- 4.13 Practice safety procedures when walking or biking (for example, wears a helmet when biking, obeys traffic signals, uses sidewalks or bike lanes, uses crosswalks).
- 4.14 Practice safety procedures when riding in a car (for example, uses the seatbelt, locks doors when riding, follows the instructions of the driver).

5. Cope with atypical events when traveling. (IF.A.2.In.2, IF.A.2.Su.2, IF.A.2.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 5.1 Signal someone when experiencing difficulty in travel.
- 5.2 Move away from potential problems when traveling.
- 5.3 Adapt movement to changing environmental conditions. (PEA113 K-2nd)
- 5.4 Exhibit caution in crowded conditions when traveling.

This page intentionally left blank.

**Domain: Independent Functioning
Strand: Self-Management**

Standard 1	The student manages personal, career, and other life decisions.
IF.B.1.In.1	Make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2	Carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1	Make plans about personal and career choices after identifying and evaluating personal interests and goals— with guidance and support.
IF.B.1.Su.2	Carry out plans and adjust to changing circumstances— with guidance and support.
IF.B.1.Pa.1	Participate in expressing personal needs— with assistance.

Performance Objectives for Elementary Students

1. Communicate own goals and desires related to personal choices. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

1.1 Express personal preferences or desires related to personal choices.

1.2 Recognize the benefits of using a plan to set personal goals (for example, helps stay on track, useful in tracking progress).

Self Management

Standard 1. The student manages personal, career, and other life decisions.

- 1.3 Recognize and use sources of assistance for planning and goal setting (for example, asks parents for guidance, requests help from classmate or sibling).
- 1.4 Follow a systematic process when making a plan (for example, investigates the problem or need, identifies goal or outcome, determines needed resources and tasks, schedules tasks).

2. Choose from options identified by self or with input from an adult. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

physical prompt verbal prompt visual prompt supervision

Indicate type of physical assistance necessary for mastery at participatory level.

partial full constant occasional

- 2.1 Show some self-direction in actions (for example, follows classroom routines, initiates activities, finds own materials or clothing, chooses one activity from several).
- 2.2 Select one activity from several suggested alternatives (for example, selects a book from the shelf, responds positively to suggestions to try something new, plays and works with different children).
- 2.3 Identify alternatives and choices available to reach personal goals (for example, considers previous experiences, considers consequences before acting, predicts outcomes).
- 2.4 Set goals and make plans to reach personal goals after selecting from options.
- 2.5 Demonstrate ability to select an item based on need/purpose, money available, and alternative choices (for example, snacks). (AT3111 K-2nd)

Self Management

Standard 1. The student manages personal, career, and other life decisions.

- 2.6 Demonstrate knowledge of methods for assisting others in making positive choices (for example, about seat belts). (HEC214 K-2nd)
- 3. Carry out plan to reach goal by obtaining resources and completing tasks. (IF.B.1.In.2, IF.B.1.Su.2, IF.B.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Initiate tasks according to plan (for example, starts on time, gathers needed resources, gets help).
- 3.2 Complete tasks according to plan (for example, finishes each task, gets help if needed, checks off list).
- 3.3 Work with one or more people toward a common goal. (HEC215 K-2nd)
- 3.4 Organize and complete collaborative product-based project or service for school or the community. (AT4111 K-2nd)
- 3.5 Evaluate actions taken to determine what has been gained, lost, or achieved (for example, determines original situation, determines current situation, decides if current situation is an improvement).
- 3.6 Adapt plan and goals in response to changing circumstances and requirements (for example, goal is out of reach, resources aren't available, other tasks take priority, help is no longer available).

This page intentionally left blank.

**Domain: Independent Functioning
Strand: Self-Management**

Standard 2	The student demonstrates conduct that complies with social and environmental expectations.
IF.B.2.In.1	Identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2	Demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3	Respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1	Identify patterns of conduct that comply with social and environmental expectations in specified situations— with guidance and support.
IF.B.2.Su.2	Demonstrate patterns of conduct that comply with social and environmental expectations in specified situations— with guidance and support.
IF.B.2.Su.3	Respond effectively to unexpected events and potentially harmful situations— with guidance and support.
IF.B.2.Pa.1	Participate in using patterns of conduct that comply with social and environmental expectations in specified situations— with assistance.
IF.B.2.Pa.2	Respond effectively to unexpected events and potentially harmful situations— with assistance.

Performance Objectives for Elementary Students

1. Recognize behaviors that meet expectations for conduct. (IF.B.2.In.1, IF.B.2.Su.1, IF.B.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

- 1.1 Recognize behaviors that are appropriate for familiar situations (for example, in the classroom, on the bus, at the dinner table, in a movie).
- 1.2 Describe possible consequences for not behaving correctly.
- 1.3 Give others positive reinforcement for good behavior.
- 1.4 Demonstrate knowledge of some actions associated with good citizenship. (SSC211 K)
- 1.5 Demonstrate understanding of some basic civic values (for example, fair play, good sportsmanship, individual responsibility). (SSC211 1st)
- 1.6 Demonstrate understanding of the difference between compliance and noncompliance with game rules and fair play. (PEB213 K-2nd)
- 1.7 Demonstrate knowledge of benefits of fulfilling responsibilities (for example, praise and approval, increased confidence, self-esteem).
- 1.8 Demonstrate knowledge that a responsibility is a duty to do something or not to do something. (SSC212 K)
- 1.9 Demonstrate understanding that there are consequences of fulfilling or not fulfilling responsibilities. (SSC212 2nd)
- 1.10 Identify examples of privacy. (SSC214 K)
- 1.11 Demonstrate knowledge that the consequences of privacy can be beneficial and costly. (SSC214 1st)
- 1.12 Identify appropriate behaviors for participating with others in physical activity settings. (PEB214 K-2nd)

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

2. Identify clues to expectations for conduct. (IF.B.2.In.1, IF.B.2.Su.1, IF.B.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Respond to behaviors of familiar persons and activities.
- 2.2 Model the appropriate behaviors of others in the same situation.
- 2.3 Obey signs and avoid restricted areas.
- 2.4 Follow instructions of authority figures.
- 2.5 Identify examples of situations involving responsibility. (SSC213 K)
- 2.6 Demonstrate knowledge of the responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers). (SSC115 1st)
- 2.7 Demonstrate understanding that there are sources of authority for those who make laws and rules in the school, community, state, and country (for example, school board policy, city code, state and national constitutions). (SSC116 1st)
- 2.8 Show interest in how people affect their environment (for example, follows instructions of adult to clean up, tells others to clean up, helps with classroom routines to keep it clean).
- 2.9 Demonstrate knowledge of some individual rights and responsibilities. (SSC116 1st)
- 2.10 Demonstrate understanding of why rules are necessary. (SSC113 K)

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

- 2.11 Demonstrate knowledge of similarities and differences between rules and responsibilities at home and at school. (SSC113 1st)
- 2.12 Demonstrate understanding that there might be consequences for breaking rules. (SSC113 2nd)
- 2.13 Participate in making class rules. (SSC113 2nd)
- 2.14 Identify when privacy is expected. (SSC214 1st)
- 2.15 Demonstrate understanding of the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings. (PEB211 K-2nd)

3. Use styles of communication and behaviors that meet social and environmental expectations for conduct in familiar situations. (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Seek attention of familiar persons.
- 3.2 Interact cooperatively with peers or adults.
- 3.3 Follow classroom rules and routines (for example, knows what to do when having snack, shows a friend where to put his or her coat, waits for a turn, turns off the tape recorder when finished).
- 3.4 Follow rules and regulations that govern behavior in settings outside of school (for example, library, movie theater, traffic signs).

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

- 3.5 Manage transitions and changes in activities and locations (for example, moves between activities with ease and purposefulness, responds positively to a signal to change activities).
- 3.6 Meet social and functional expectations for appearance in various situations (for example, dress and grooming are appropriate).

4. Conduct self appropriately during unstructured time. (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Seek attention of familiar person during unstructured time.
- 4.2 Interact cooperatively with peers or adults during unstructured time.
- 4.3 Engage appropriately in independent activities during unstructured time.
- 4.4 Engage appropriately in small group activities during unstructured time.
- 4.5 Initiate appropriate activities during unstructured time.
- 4.6 Ask for help to initiate or change activities during unstructured time.
- 4.7 Persist in an appropriate manner once an activity is started.
- 4.8 Terminate activities appropriately once unstructured time is ended.

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

5. Respond appropriately to potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3, IF.B.2.Pa.2)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Recognizing Harmful Situations

- 5.1 Identify meaningful changes in sounds, visual stimuli, or smells.
- 5.2 Recognize potentially harmful situations (for example, bad weather, fire, accidents, interacting with strangers, fighting).
- 5.3 Identify procedures to follow when potentially harmful situations occur (for example, alerts others, persists with or modifies own responses, offers assistance, goes to a specific location, obtains help from others).
- 5.4 Identify aggressive and violent behavior in others as a threat to personal safety (for example, pushing, verbal harassment, another person making physical threats).
- 5.5 Identify safe and unsafe behaviors. (HEB112 K-2nd)
- 5.6 Distinguish between threatening and non-threatening environments. (HEB115 K-2nd)

Safety Procedures

- 5.7 Respond to directions of familiar persons or activities during safety procedures.
- 5.8 Seek attention of familiar person during safety procedures.
- 5.9 Interact cooperatively with peers or adults during safety procedures.

Self Management

Standard 2. The student demonstrates conduct that complies with social and environmental expectations.

- 5.10 Identify persons and agencies to ask for assistance in emergencies (for example, police, fire department, parents, teachers).
- 5.11 Ask appropriate persons or agencies for assistance in various situations and emergencies (for example, knows how to dial 911 or call fire or police department directly, seeks assistance from teacher or parent).
- 5.12 Demonstrate knowledge of positive ways to handle anger. (HEB113 K-2nd)
- 5.13 Demonstrate knowledge of and practice ways to prevent injuries. (HEB114 K-2nd)
- 5.14 Demonstrate methods of avoiding threatening situations and how to seek help in threatening situations. (HEB115 K-2nd)
- 5.15 Demonstrate knowledge of refusal skills to use in potentially harmful or dangerous situations (for example, refusing to ride a bike without a helmet). (HEB316 K-2nd)
- 5.16 Comply with personal safety rules and procedures (for example, does not run indoors, does not run with sharp objects, wears seat belt).
- 5.17 Identify safety procedures for fire drills and emergencies (for example, remains calm, does not crowd doorways, looks for smoke under doors, walks far away from building).
- 5.18 Comply with fire drills and emergency procedures.

This page intentionally left blank.

**Domain: Social and Emotional
Strand: Working with Others**

- Standard 1 The student contributes to the overall effort of the group.

- SE.A.1.In.1 Cooperate in a variety of group situations.
- SE.A.1.In.2 Assist in establishing and meeting group goals.
- SE.A.1.In.3 Function effectively within formal organizations.

- SE.A.1.Su.1 Cooperate in a variety of group situations—with guidance and support.
- SE.A.1.Su.2 Function effectively within formal organizations—with guidance and support.

- SE.A.1.Pa.1 Participate effectively in group situations—with assistance.

Performance Objectives for Elementary Students

- 1. Conduct self in ways that are appropriate for familiar group situations.
(SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 1.1 Attend to persons and activities in familiar group situations.
- 1.2 Respond to familiar persons and activities in familiar group situations.
- 1.3 Seek attention of familiar person in familiar group situations.
- 1.4 Interact cooperatively with peers or adults in familiar group situations.

Working with Others

Standard 1. The student contributes to the overall effort of the group.

- 1.5 Work and play cooperatively with one or more children (for example, talks with another student about plans for completing a task; plays with whoever is in the area, not just a special friend).
- 1.6 Demonstrate ability to work cooperatively and productively in pairs and triads. (AT2113 K-2nd)
- 1.7 Participate in the group life of the class with support of clear expectations (for example, joins small groups for activities, follows routines about waiting turns or waiting in line).
- 1.8 Follow simple rules in group activities (for example, plays games, joins a group).
- 1.9 Participate appropriately as a member of audience in large group situations.

2. Initiate communication, give information, and respond appropriately to others in familiar groups. (SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Respond to familiar persons and activities in familiar group situations.
- 2.2 Seek attention of familiar person in familiar group situations.
- 2.3 Interact cooperatively with peers or adults in familiar group situations.
- 2.4 Cooperate in games with familiar adults.
- 2.5 Use behavior that meets social expectations when working in a group (for example, raises hand to speak, takes turns, shares, respects others).

Working with Others

Standard 1. The student contributes to the overall effort of the group.

- 2.6 Use appropriate interpersonal communication skills when working in a group (for example, checks for understanding, expresses opinions, takes turns, accepts criticisms, gives feedback).
 - 2.7 Initiate activities and conversations with new students.
- 3. Complete tasks needed to accomplish group goals by doing own share of work and helping others. (SE.A.1.In.1, SE.A.1.In.2, SE.A.1.Su.1, SE.A.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Respond to interactions of others in familiar group situations.
- 3.2 Work with other children when encouraged by an adult.
- 3.3 Demonstrate understanding of the concept of taking turns. (AT4112 K-2nd)
- 3.4 Identify various roles individuals may have when working in a group (for example, roles of leader, equipment manager, worker).
- 3.5 Identify benefits of working in a group (for example, contribute different talents, divide up work, learn to cooperate with others).
- 3.6 Recognize reasons for leadership (for example, chooses leader when working with others, tries to figure out who is a leader in a situation).
- 3.7 Demonstrate leadership abilities. (AT6112 K-2nd)
- 3.8 Describe what can be accomplished by the group.
- 3.9 Use behaviors that contribute to the group effort (for example, starts on time, stays on task, takes turns, shares materials, follows the rules).

Working with Others

Standard 1. The student contributes to the overall effort of the group.

- 3.10 Share responsibility with others in small group work. (AT6111 K-2nd)
- 3.11 Give and receive assistance from peers on tasks.
- 3.12 Teach peers how to complete a task. (AT4113 K-2nd)
- 3.13 Evaluate progress of group and change tasks when necessary.

4. Identify expectations of familiar organizations by describing rules and routine activities. (SE.A.1.In.3, SE.A.1.Su.2, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Respond to familiar persons and activities of familiar organizations.
- 4.2 Seek attention of familiar person in activities of familiar organizations.
- 4.3 Interact cooperatively with peers or adults in activities of familiar organizations.
- 4.4 Recognize organizations that function in the community (for example, schools, clubs, churches, support agencies, hospitals, community organizations).
- 4.5 Identify common characteristics of formal organizations (for example, governed by rules, authority, sanctions for failure to abide by rules).
- 4.6 Recognize rules and code of conduct that must be followed for individuals to participate within organizations.
- 4.7 Recognize expected behaviors within selected organizations (for example, quiet in church, dress codes).

Working with Others

Standard 1. The student contributes to the overall effort of the group.

- 4.8 Recognize behaviors that may conflict with expectations of organizations (for example, talking too loud, going into restricted areas).

5. Conduct self according to expectations of familiar organizations. (SE.A.1.In.3, SE.A.1.Su.2, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 5.1 Attend to persons and activities in familiar organizations.
- 5.2 Respond to familiar persons and activities in familiar organizations.
- 5.3 Seek attention of familiar person in familiar organizations.
- 5.4 Interact cooperatively with peers or adults in familiar organizations.
- 5.5 Participate effectively in activities of a variety of organizations (for example, community organizations, recreational facilities, clubs, clinics, businesses).
- 5.6 Use language and behavior that complies with the existing rules and code of conduct of the organization (for example, respects authority, waits in line, complies with dress and conduct codes).

This page intentionally left blank.

**Domain: Social and Emotional
Strand: Working with Others**

- Standard 2 The student uses acceptable interpersonal skills when interacting with others.
- SE.A.2.In.1 Interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 Interact acceptably with others within the course of social, vocational, and community living— with guidance and support.
- SE.A.2.Pa.1 Interact acceptably with others within the course of social, vocational, and community living— with assistance.

Performance Objectives for Elementary Students

1. Display effective interpersonal skills. (SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

General

- 1.1 Recognize adults in familiar environments.
- 1.2 Cooperate in games with familiar adults.
- 1.3 Seek attention of familiar adults.
- 1.4 Use cooperative play responses with peers.
- 1.5 Play alone contentedly, but like to be near adults.
- 1.6 Initiate own play activities.

Working with Others

Standard 2. The student uses acceptable interpersonal skills when interacting with others.

- 1.7 Engage in parallel play.
- 1.8 Initiate and continue interaction play or activities with peers.
- 1.9 Wait for interaction with adults or peers.
- 1.10 Wait for turn to play with adult present.
- 1.11 Wait with peers without adult present.
- 1.12 Interact appropriately with various familiar adults (for example, tells the teacher about a new shirt, responds appropriately to greeting from the school secretary).
- 1.13 Interact appropriately with peers and other children (for example, helps others, shows concern, is friendly, shares with others).
- 1.14 Enter into appropriate activities with unfamiliar peers or adults.
- 1.15 Identify the skills needed to be a responsible friend and family member (for example, doing chores and helping others). (HEB312 K-2nd)
- 1.16 Demonstrate various ways of communicating care and consideration of others (for example, sharing and saying “please” and “thank you”). (HEB314 K-2nd)
- 1.17 Conduct self during interactions in ways that are appropriate for the relationship (for example, refrains from hugging strangers, listens attentively to a teacher).
- 1.18 Use actions of others as social cues (for example, waits to start eating until all have been served, lets others go first when waiting in line).
- 1.19 Initiate interactions with family, friends, peers, and adults (for example, says “Hello,” introduces self, asks another’s name, explains hobbies and interests).
- 1.20 Use appropriate techniques to invite someone to join a group (for example, asks if person wants to play).
- 1.21 Identify the importance of demonstrating consideration of others in physical activity settings. (PEC111 K-2nd)

Interpersonal Communication

- 1.22 Use appropriate language to conduct social interactions including greetings, apologies, and introductions.

Working with Others

Standard 2. The student uses acceptable interpersonal skills when interacting with others.

- 1.23 Use behaviors that represent active listening (for example, looks at person while speaking, responds to questions, is attentive while another is speaking).
- 1.24 Use appropriate nonverbal communications to relay messages to others (for example, body language, winking, waving).
- 1.25 Respond appropriately to humor (for example, laughs at jokes, tells jokes, avoids humor that hurts others).

Physical Contact

- 1.26 Accept appropriate physical contact from a familiar person.
- 1.27 Accept physical guidance by the hand of familiar person.
- 1.28 Use appropriate physical contact toward others (for example, shaking hands, patting on back, giving a hug).
- 1.29 Use effective responses to inappropriate physical contact from others (for example, asks person to stop, walks away, asks for assistance).
- 1.30 Ask for assistance if a person experiences inappropriate physical contact from others.

2. Use appropriate language and behaviors to resolve interpersonal difficulties and conflicts. (SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

-
- 2.1 Respond to requests from adults to stop inappropriate behavior towards others.
 - 2.2 Identify healthy ways to handle feelings. (HEB318 K-2nd)

Working with Others

Standard 2. The student uses acceptable interpersonal skills when interacting with others.

- 2.3 Initiate positive actions to resolve conflict (for example, identifies the conflict, deals with feelings).
- 2.4 Use words and brief discussions to resolve conflicts (for example, gives friends choices, uses words to express feelings).
- 2.5 Use discussion and compromise to resolve conflicts (for example, pros and cons of plan to resolve problem, cause of conflict, and different points of view).
- 2.6 Seek help and use suggestions when unable to resolve conflicts (for example, when afraid, when angry, when peer won't cooperate, when adult help is needed).
- 2.7 Use appropriate behaviors and words to deal with anger (for example, stops and thinks, leaves the immediate location, gets assistance).
- 2.8 Identify various ways to resolve conflict using positive behavior.
(HEB317 K-2nd)

**3. Demonstrate understanding of different types of interpersonal relationships.
(SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 3.1 Recognize members of immediate family.
- 3.2 Communicate with members of immediate family.
- 3.3 Name members of immediate family.

Working with Others

Standard 2. The student uses acceptable interpersonal skills when interacting with others.

- 3.4 Show awareness of family roles (for example, parents, siblings, extended family).
- 3.5 Differentiate among types of relationships (for example, friends, family, classmates, club members, church members, community members).
- 3.6 Identify what makes a positive relationship with another person (for example, being friendly, making each other laugh, complimenting each other).
- 3.7 Identify what makes a harmful relationship with another person (for example, physically hurting the other, not sharing with others, arguing with each other).

4. Advocate for self within selected situations by communicating desires.

(SE.A.1.In.1, SE.A.1.Su.1, SE.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 4.1 Accept preferred objects from familiar adults.
- 4.2 Interact with preferred objects given by familiar adults.
- 4.3 Offer preferred objects to familiar adults.
- 4.4 Accept preferred objects from peers.
- 4.5 Select desired item, object, or activity when given choices (for example, snack, shirt, television viewing).
- 4.6 Express desires and feelings effectively in various situations.
- 4.7 Confirm that desired activity has been selected by participating (for example, takes offered drink).

Working with Others

Standard 2. The student uses acceptable interpersonal skills when interacting with others.

- 4.8 Express need for assistance in various situations (for example, asks for help in reading the menu, asks teacher for needed supplies).

5. Show sensitivity to others. (SE.A.1.Pa.1, SE.A.1.Su.1, SE.A.1.In.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 5.1 Respond in cooperative activities with familiar peers.
- 5.2 Respond in cooperative activities with familiar and unfamiliar peers.
- 5.3 Recognize own physical characteristics and those of others (for example, notices similarities and differences between self and others—hair color, clothing, way of speaking).
- 5.4 Show acceptance for persons with characteristics different than one's own (for example, makes positive comments, is friendly and courteous, doesn't criticize or make fun).
- 5.5 Show sensitivity to others' feelings (for example, shows concern for upset person, shows joy for happy person, helps a person in distress).
- 5.6 Demonstrate knowledge of and accept the differences of people with special health needs. (HEB213 K-2nd)

Domain: Communication
Strand: Communicating with Others

- Standard 1 The student effectively communicates with others.
- CO.A.1.In.1 Initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 Initiate communication and respond effectively in a variety of situations— with guidance and support.
- CO.A.1.Pa.1 Participate in effective communication with others— with assistance.

Performance Objectives for Elementary Students

- 1. Gain attention and begin interaction with others in familiar situations.**
(CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 1.1 Turn toward speaker.
- 1.2 Respond to own name.
- 1.3 Respond to greetings from familiar persons (for example, makes eye contact, waves, vocalizes, says “Hi”).
- 1.4 Respond to greetings from a variety of persons.
- 1.5 Gain attention and initiate communication with familiar persons.

Communicating with Others

Standard 1. Effectively communicates with others.

- 1.6 Express greetings to familiar persons (for example, pushes button for “good morning” on communication board, smiles when classroom aide comes to room).
- 1.7 Use signals or picture symbols when initiating communication with familiar persons.
- 1.8 Use appropriate signals, picture symbols, or language when beginning conversations or interactions with family, friends, and familiar persons.
- 1.9 Follow social cues to initiate interaction (for example, greets someone when entering a room).

2. Communicate with others in ways that are appropriate to particular situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

- 2.1 Respond to voices.
- 2.2 Convey messages through body movement or nonverbal expression (for example, turns head, eye movement, facial expression, vocalization, gestures).
- 2.3 Speak or use alternative communication systems clearly enough to be understood by most listeners.
- 2.4 Use language to convey simple messages (for example, points to referent object, verbalizes, activates communication system).

Communicating with Others

Standard 1. Effectively communicates with others.

- 2.5 Demonstrate understanding of simple nonverbal cues (for example, smiling, gesturing, eye contact, facial expressions). (LAC212 K, 1st, 2nd)
- 2.6 Use eye contact and appropriate gestures to enhance oral presentations. (LAC314 K, 1st, 2nd)
- 2.7 Identify the various kinds of verbal and nonverbal communication. (HEB311 K-2nd)
- 2.8 Speak clearly and use appropriate volume in different settings (for example, choral speaking, informal conversations, shared readings). (LAC311 K 1st)
- 2.9 Use volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities). (LAC311 2nd)
- 2.10 Use voice and fluency appropriate for the social situation.
- 2.11 Use appropriate topics and responses when engaging in conversations with family, friends, and familiar persons.
- 2.12 Ask questions to obtain information.
- 2.13 Ask questions for clarification or additional information about a topic when communicating with peers and adults.
- 2.14 Recognize the differences between less formal language that is used at home and more formal language that is used at school and other public settings. (LAD112 K, 1st, 2nd)

Communicating with Others

Standard 1. Effectively communicates with others.

3. Share information, ideas, desires, and feelings effectively in familiar situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Expressing Needs and Wants

- 3.1 Identify desired item, object, or activity when given choices (for example, snack, shirt, television viewing).
- 3.2 Request desired person, object, or action (for example, asks for favorite shirt or book).
- 3.3 Request item from service person or other community worker (for example, fast food server, clerk in store).
- 3.4 Convey desires, feelings, and physical needs effectively to unfamiliar persons (for example, asks for a drink of water when thirsty).
- 3.5 Indicate non-preferred activities or objects (for example, frowns when presented with unwanted food for lunch).
- 3.6 Indicate physical discomfort appropriately through observable behaviors (for example, facial expressions, vocalization, movement).
- 3.7 Request help or assistance with interacting with others.
- 3.8 Request termination of activities (for example, asks to stop swinging on swing).

Use of Language

- 3.9 Speak for different purposes. (LAC311 2nd)

Communicating with Others

Standard 1. Effectively communicates with others.

- 3.10 Use simple language for a variety of purposes (for example, tells about recent events, asks questions, uses social conventions, or holds brief conversation).
- 3.11 Use more complex language for a variety of purposes (for example, uses new vocabulary in sentences, makes lists of rhyming words, uses expressive language to enhance descriptions, expresses humor).
- 3.12 Use basic speaking vocabulary to convey a message in conversation (for example, numbers, adjectives, action words, shapes, colors, categories, descriptive words, singular and plural nouns, compound words, synonyms, antonyms, complex sentence structures). (LAC313 2nd)
- 3.13 Demonstrate knowledge of different functions of language (for example, expressing oneself, describing objects, explaining, describing an experience, asking questions). (LAD111 K, 1st, 2nd)

**4. Respond appropriately to communications with others in familiar situations.
(CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)**

Describe required assistive technology. _____

Indicate guidance and support necessary for mastery at supported level.

___ physical prompt ___ verbal prompt ___ visual prompt ___ supervision

Indicate type of physical assistance necessary for mastery at participatory level.

___ partial ___ full ___ constant ___ occasional

Conversations

- 4.1 Use nonverbal responses to questions from others.
- 4.2 Use language to respond to questions from others.
- 4.3 Ask questions of familiar adults and peers.
- 4.4 Ask and respond to questions (LAC312 K)

Communicating with Others

Standard 1. Effectively communicates with others.

4.5 Follow rules of conversation. (LAC113 K, 1st, 2nd)

- | | |
|---|---------------------------|
| _____ take turns speaking and listening | _____ ask questions |
| _____ share personal experiences | _____ look at the speaker |
| _____ report on personal knowledge | _____ stay on topic |

Discussions and Group Presentations

- 4.6 Attend to discussions and presentations in small group situations.
- 4.7 Attend to discussions and presentations in large group situations.
- 4.8 Listen attentively. (HEB315 K-2nd)
- 4.9 Respond to discussions through verbal and nonverbal communications.
- 4.10 Respond to presentations through verbal and nonverbal communications.
- 4.11 Verbalize how presentation relates to personal feelings and experiences.
- 4.12 Ask questions to seek answers and further explanation of other people's ideas. (LAC312 1st)
- 4.13 Use oral communication to clarify understanding of topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas). (LAC312 2nd)



Florida Department of Education

ESE # 311532