



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Course Codes For High School Students with Disabilities Participating in the District Alternate Curriculum

NUMBER: REF-4160.0

ISSUER: Donnalyn Jaque-Antón, Associate Superintendent
Division of Special Education

DATE: March 10, 2008

PURPOSE: The purpose of this Reference Guide is to update the high school course codes and course descriptions to be used for classes held for students with disabilities on the alternate curriculum and tested using the California Alternate Performance Assessment (CAPA). Course codes should be used beginning with the 2008-2009 school year.

MAJOR CHANGES: Course codes in special education have been updated and course descriptions aligned to the California academic standards.

BACKGROUND: The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and identified in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. The *Curriculum Guide for Students with Moderate to Severe Disabilities* enables students to access to the core curriculum outlined in the California Frameworks. The course of study aligns functional skills with standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum is a subset of the California standards in English/language arts, mathematics, science, and history/social science.

PROCEDURES: The attached scope and sequence is designed for students in grades 9-12. Schools should use the course codes found on Attachment A in special education programs or in inclusive classes for students with disabilities on the District Alternate Curriculum. Individual Education Program (IEP) teams determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals.

Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum.

RELATED RESOURCES: Curriculum Guide for Students with Moderate to Severe Disabilities

ASSISTANCE: For assistance or further information, please contact your Support Unit Administrator or Susan Tandberg, Administrator, Secondary Instruction and Transition Services at (213) 241-8050 or email at susan.tandberg@lausd.net.

ROUTING

Secondary Schools
Local District Superintendents
Administrators of Instruction
Local District Directors
Support Unit Administrators
School Administrators
Bridge Coordinators
Special Education Teachers

Course Codes For High School Students with Disabilities Participating
in the District Alternate Curriculum

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Course Codes for Students with Disabilities on Alternate Curriculum-High School

Course Code	Core Courses	Grade	Credits	Abbreviation
English-40 credits				
49-23-39	Practical English A	9-10	5	Pract Eng A
49-23-40	Practical English B	9-10	5	Pract Eng B
49-23-41	Applied English A	9-10	5	App Eng A
49-23-42	Applied English B	9-10	5	App Eng B
49-23-43	Community English A	11-12	5	Com Eng A
49-23-44	Community English B	11-12	5	Com Eng B
49-23-45	Community Resources A	11-12	5	Com Res A
49-23-46	Community Resources B	11-12	5	Com Res B

Mathematics-20 credits required				
49-31-07	Practical Math A	9-10	5	Pract Math A
49-31-08	Practical Math B	9-10	5	Pract Math B
49-31-09	Consumer Math A	9-10	5	Cons Math A
49-31-10	Consumer Math B	9-10	5	Cons Math B

History/Social Studies-30 credits required				
49-37-27	Practical Social Science A	9-10	5	Pract Social Sci A
49-37-28	Practical Social Science B	9-10	5	Pract Social Sci B
49-37-29	Social Science/History-Community A	11-12	5	Social Sci Com A
49-37-30	Social Science/History-Community B	11-12	5	Social Sci Com B
49-37-31	Social Science/History-Consumer A	11-12	5	Social Sci Con A
49-37-32	Social Science/History-Consumer B	11-12	5	Social Sci Con B

Course Codes for Students with Disabilities on Alternate Curriculum- High School

Science -20 credits required				
49-36-07	Practical Science A	9-10	5	Pract Sci A
49-36-08	Practical Science B	9-10	5	Pract Sci B
49-36-09	Community Science A	9-10	5	Comm Sci A
49-36-10	Community Science B	9-10	5	Comm Sci B

Health/Life Skills-10 credits required				
49-42-07	Life Skills	9-10	5	Life Skills
49-26-11	Personal Health	9-10	5	Per Health

ESY Course Codes Grades 9-12				
49-31-33	ESY Math	9-12	5	
49-23-49	ESY English	9-12	5	

Scope and Sequence of High School Core Courses for Students on Alternate Curriculum

	English	Math	Social Studies	Science	Health/Life Skills	Physical Education
Grade 9	Pract Eng A	Pract Math A	Pract Soc St A	Pract Sci A	_____	PE or APE
	Pract Eng B	Pract Math B	Pract Soc St B	Pract Sci B	Life Skills	PE or APE
Grade 10	Applied Eng A	Cons Math A	SS Hist-Comm A	Comm Sci A	Personal Health	PE or APE
	Applied Eng B	Cons Math B	SS Hist-Comm B	Comm Sci B	_____	PE or APE
Grade 11	Comm Eng A	_____	SS Hist-Cons A	_____	_____	_____
	Comm Eng B	_____	SS Hist-Cons B	_____	_____	_____
Grade 12	Comm Res A	_____	_____	_____	_____	_____
	Comm Res B	_____	_____	_____	Transition	_____
Total Credits	40 Credits	20 Credits	30 Credits	20 Credits	15 Credits	20 Credits (more if IEP determines need)

Students need an additional 85 elective units

Practical English	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-23-39	Pract Eng A
49-23-40	Pract Eng B
Course Description	
This course emphasizes the development of survival reading and writing skills as they are applied to daily living. The course focuses on the interpretation of a variety of printed materials commonly found in the home and the community.	
This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i> . Students enter into and move through the standards at an individual pace.	
English/ Language Arts	
<u>Sight Word Reading</u>	
Standard 3-Understands that printed materials provide information	
Standard 5-Read simple one-syllable and high frequency words	
Standard 7-Recognize common abbreviations	
<u>Reading Comprehension</u>	
Standard 10-Ask and answer questions about essential elements of a text	
Standard 11-Identify the main events of the plot, their causes and the influences of each event on future events	
Standard 12-Identify the structural features of popular media and use the features to obtain information	
Standard 13-Locate information by using a variety of consumer workplace and public documents	
<u>Writing/Writing Strategies</u>	
Standard 15-Print legibly and space letters, words and sentences appropriately	
Representative Objectives	
<i>Students will be able to:</i>	
<i>In accordance with his or her present capacities, the student grows in the ability to:</i>	
<i>Standard 3</i>	
<ul style="list-style-type: none">▪ <i>Identify environmental symbols/signs/cues</i>▪ <i>Match symbol/cue to activity or function</i>▪ <i>Follow a list/schedule of activities</i>▪ <i>Use printed materials to provide/obtain information</i>	

Standard 5

- *Identify name*
- *Identify functional objects/sign/symbols*
- *Identify high frequency words/functional words*
- *Identify color words*
- *Identify number words*

Standard 7

- *Identify days of the week/months of the year on calendar*
- *Follow recipe: oral or pictorial*
- *Identify street abbreviations on bus schedules/maps/street signs*
- *Identify titles of people*
- *Match abbreviations to whole word*

Standard 10

- *Identify a basic element of text*
- *Respond to simple questions about text*
- *Recall events/story*
- *Answer "Wh" questions about materials read*

Standard 11

- *Sequence story line*
- *Predict what will happen next when given a short story or a social situation*
- *Determine cause by given effect, or determine effect by given cause*

Standard 12

- *Identify the location of desired information within a popular media source*
- *Use printed materials to obtain information on desired item*
- *Use computer search engine to locate desired information*

Standard 13

- *Identify common signs and labels*
- *Compile shopping list from recipe*
- *Choose preferred activities using public documents*
- *Make own public transport plan*

Standard 15

- *Produce name*
- *Produce simple words (e.g. shopping list)*
- *Use appropriate letter size in the document*
- *Produce 2- to 3-word phrase (address, directions, need or want)*

Others

- *Develop a functional and/or survival reading and writing vocabulary*
- *Apply a variety of recognition skills (pictures, word configuration, context clues, environmental clues, recognition of prefixes, suffixes, and root words) to common reading materials in the home and the community*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Applied English	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-23-41	App Eng A
49-23-42	App Eng B
Course Description	
This course promotes the continued development and practical application of basic reading and written communication skills. Focus is on the use of reading and writing as they relate to functioning independently and effectively on a day-to-day basis in the community in which the student lives.	
This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i> . Students enter into and move through the standards at an individual pace.	
English/ Language Arts	
<u>Sight Word Reading</u>	
Standard 3-Understands that printed materials provide information	
Standard 4-Classify grade-appropriate categories of words	
Standard 5-Read simple one-syllable and high frequency words	
Standard 6-Match oral words to printed words	
Standard 7-Recognize common abbreviations	
<u>Reading Comprehension</u>	
Standard 8-Follow one-step written instructions	
Standard 9-Follow two-step written instructions	
Standard 10-Ask and answer questions about essential elements of a text	
<u>Writing/Writing Strategies</u>	
Standard 15-Print legibly and space letters, words and sentences appropriately	
Standard 18-Listen attentively	
Standard 21-Stay on topic when speaking	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Standard 3

- *Identify environmental symbols/signs/cues*
- *Match symbol/cue to activity or function*
- *Follow a list/schedule of activities*
- *Use printed materials to provide/obtain information*

Standard 4

- *Identify object by function*
- *Sort objects by function/use*
- *Identify picture by function*
- *Sort pictures by function/use*
- *Match object/letter/written words to picture*
- *Classify objects by category*
- *Classify words by category*

Standard 5

- *Identify name*
- *Identify functional objects/sign/symbols*
- *Identify high frequency words/functional words*
- *Identify color words*
- *Identify number words*

Standard 6

- *Identify written name when expressed by another*
- *Identify common signs/labels when expressed by another*
- *Identify daily activities/schedule when expressed by another*

Standard 7

- *Identify days of the week/months of the year on calendar*
- *Follow reciprocal or pictorial*
- *Identify street abbreviations on bus schedules/maps/street signs*
- *Identify titles of people*
- *Match abbreviations to whole word*

Standard 8/9

- *Identify a picture/word/object*
- *Follow schedule*
- *Follow community symbol directions*
- *Read and demonstrate single action words*
- *Follow written or pictorial recipe*

Standard 10

- *Identify a basic element of text*
- *Respond to simple questions about text*
- *Recall events/story*
- *Answer "Wh" questions about materials read*

Standard 15

- *Produce name*
- *Produce simple words (e.g. shopping list)*
- *Use appropriate letter size in the document*
- *Produce 2- to 3-word phrase (address, directions, need or want)*

Standard 18

- *Respond to voice by stopping activity or going to source of sound*
- *Attend to speaker for duration of activity*

Standard 21

- *Attend and respond to speaker*
- *Interact with person or group regarding specific topic*
- *Participate in communicative dialogue with person or group on specific topic*

Others

- *Print or write words with a verbal cue*
- *Print or write simple sentences or phrases*
- *Copy sentences clearly and correctly*
- *Employ word recognition skills*
- *Read personal data*
- *Read and understand simple instructions and messages*
- *Use books or magazines correctly*
- *Use the dictionary and/or telephone book correctly*
- *Read a newspaper*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Community English	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-23-43	Com Eng A
49-23-44	Com Eng B
Course Description	
<p>This course emphasizes awareness and recognition of basic functional and safety words in the student’s environment. Focus is on the individual’s need to recognize and respond to printed words and logos in order to safely and more independently function in his or her home and community environments.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
English/ Language Arts	
<u>Sight Word Reading</u>	
<ul style="list-style-type: none"> Standard 1-Recognize and name all uppercase and lowercase letters of the alphabet Standard 2-Match all consonant and short-vowel sounds to appropriate letters Standard 3-Understands that printed materials provide information Standard 4-Classify grade-appropriate categories of words Standard 5-Read simple one-syllable and high frequency words Standard 6-Match oral words to printed words Standard 7-Recognize common abbreviations Standard 8/9-Follow one-step written instructions/follow two-step written directions 	
<u>Reading Comprehension</u>	
Standard 13-Locate information by using a variety of consumer workplace and public documents	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p>	
<p><i>Standard 1</i></p> <ul style="list-style-type: none"> ▪ <i>Recognize pictures for specific activities</i> ▪ <i>Distinguish letters from non-letters</i> ▪ <i>Match same-case letters</i> ▪ <i>Match lowercase to uppercase letters</i> ▪ <i>Produce ABCs</i> ▪ <i>Alphabetize to find words in a list</i> 	
<p><i>Standard 2</i></p> <ul style="list-style-type: none"> ▪ <i>Indicate environmental sound source</i> ▪ <i>Categorize sound</i> ▪ <i>Communicate sound of letters</i> ▪ <i>Blend sounds to decode C-V-C syllables</i> ▪ <i>Use common consonant blends and digraphs to decode</i> ▪ <i>Decode unfamiliar words for information</i> 	

Standard 3

- *Identify environmental symbols/signs/cues*
- *Match symbol/cue to activity or function*
- *Follow a list/schedule of activities*
- *Use printed materials to provide/obtain information*

Standard 4

- *Identify object by function*
- *Sort objects by function/use*
- *Identify picture by function*
- *Sort pictures by function/use*
- *Match object/letter/written words to picture*
- *Classify objects by category*
- *Classify words by category*

Standard 5

- *Identify name*
- *Identify functional objects/sign/symbols*
- *Identify high frequency words/functional words*
- *Identify color words*
- *Identify number words*

Standard 6

- *Identify written name when expressed by another*
- *Identify common signs/labels when expressed by another*
- *Identify daily activities/schedule when expressed by another*

Standard 7

- *Identify days of the week/months of the year on calendar*
- *Follow recipe: oral or pictorial*
- *Identify street abbreviations on bus schedules/maps/street signs*
- *Identify titles of people*
- *Match abbreviations to whole word*

Standard 8&9

- *Identify a picture/word/object*
- *Follow schedule(s)*
- *Follow community symbol directions*
- *Read and demonstrate single directions*
- *Read and demonstrate single action words*
- *Follow written or pictorial recipe*

Standard 13

- *Identify common signs and labels*
- *Compile shopping list from recipe*
- *Choose preferred activities using public documents*
- *Make own public transport plan*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Community Resources	
Annual Course – Grade 11-12	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-23-45	Com Res A
49-23-46	Com Res B
Course Description	
<p>This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
English/ Language Arts	
<u>Sight Word Reading</u>	
Standard 3-Understands that printed materials provide information	
<u>Reading Comprehension</u>	
Standard 12-Identify the structural features of popular media and use the features to obtain information	
Standard 13-Locate information by using a variety of consumer workplace and public documents	
<u>Speaking Applications</u>	
Standard 19-Share information and ideas, speaking audibly in complete coherent sentences	
Standard 20-Describe people, places, things, locations and actions	
History/Social Science	
Standard 8- Student will match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts	
Standard 12/13-Identify traffic symbols and map symbols/construct map and model of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p>	
<p><i>English</i> <i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Identify environmental symbols/signs/cues</i> ▪ <i>Match symbol/cue to activity or function</i> ▪ <i>Follow a list/schedule of activities</i> ▪ <i>Use printed materials to provide/obtain information</i> 	

Standard 12

- *Identify the location of desired information within a popular media source*
- *Use printed material to obtain information on desired item*
- *Use computer search engine to locate desired information*

Standard 13

- *Identify common signs and labels*
- *Compile shopping list from recipe*
- *Choose preferred activities using public documents*
- *Make own public transport plan*

Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate choice using gesture, action, voice output device, or vocalization*
- *Communicate information using single word,, gestures, actions, voice output device, or vocalizations*
- *Communicate information using 2- to 3- word phrase, gestures, actions, voice output device, or vocalizations*
- *Communicate information using a complete sentence using gestures, actions, voice output device, or vocalizations*

Standard 20

- *Identify differences in objects (e.g., size, color, shape)*
- *Identify characteristics of a person, place, thing, location, or action*
- *Describe object by size and/or color*
- *Describe a person, place or thing using two or more descriptors*
- *Share descriptive information about locations and actions*

History

Standard 8

- *Match pictures/labels or people to the jobs they do in the classroom*
- *Match pictures/labels of people to the jobs they do in school*
- *Match pictures/labels of people to the jobs they do in the community*
- *Identify the tools that a person uses for a particular occupation or job*

Standard 12/13

- *Identify common traffic signs/symbols*
- *Comply with traffic signs/symbols in the community*
- *Choose and follow bus schedule for a local trip*
- *Identify community landmarks*
- *Locate a geographical landmark on a map*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Practical Math	
Annual Course – Grade 9-10	
No Prerequisite	
49-31-07	Pract Math A
49-31-08	Pract Math B
Course Description	
<p>This course promotes the continued development and practical application of basic mathematic skills. It emphasizes those skills a student needs to more independently function in the home, community, or vocational environment.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
<p>Mathematics</p> <p><u>Number Sense</u></p> <ul style="list-style-type: none"> Standard 1-Count, recognize, represent, name or order a number of objects (up to 30) Standard 2-Identify one more than, one less than, 10 more than, or less than a given number Standard 3-Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10) Standard 4-compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other <p><u>Algebra and Functions</u></p> <ul style="list-style-type: none"> Standard 9-identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group Standard 10-Understand the meaning of the symbols +, -, = <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> Standard 15-identify and describe common geometric objects, (e.g. circle, triangle, square, rectangle, cube, sphere, cone) Standard 16-Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit 	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Standard 1

- *Indicate quantity of "1"*
- *Indicate quantities of more than "1"*
- *Match printed numerals to same*
- *Rote count*
- *Identify numerals*
- *Count using 1:1 correspondence*
- *Match quantity to numeral*
- *Locate and use numbers during functional activities*
- *Sequence numbers*
- *Place object in ordinal position first, second, and third, and identify each position*

Standard 2

- *Match groups having equal numbers of objects*
- *Use number word "more"*
- *Identify more and less*
- *Find set with more/less numbers as given set*
- *Demonstrate the ability to give "one more" or "one less"*
- *Identify the number before/after a given number*
- *Count by sets of 10*
- *Sort numbers into piles of ones and tens*

Standard 3

- *Identify quantity of objects*
- *Perform addition facts with concrete objects*
- *Perform subtraction facts with concrete objects*
- *Perform basic addition and/or subtraction using a calculator for functional activities*

Standard 4

- *Match groups having equal numbers of objects*
- *Arrange objects to match another set of objects, using 1:1 correspondence*
- *Identify object groups that demonstrate number concepts (one, more, less, etc.)*
- *Find set with more/less number as given set*
- *Determine which of 2 groups has more/less or many/few*
- *Determine enough/not enough/too many to match to a specified number*

Standard 9

- *Match colors*
- *Match shapes*
- *Match sizes*
- *Sort items by single attribute*
- *Classify objects by category (i.e. food, clothing, animals)*
- *Locate object which does not belong in a particular class/category*
- *Sort items by two common attributes*
- *Indicate reason why an object does not belong in a group*

Standard 10

- *Identify +, -, and = symbols*
- *Use calculator to perform basic math*
- *Produce basic math equation using symbols correctly*
- *Solve practical problems using one of the two basic math functions*

Standard 15

- *Match common shapes*
- *Identify common shapes*
- *Identify features of common shapes/objects*
- *Relate shapes to common objects (i.e. cone to ice cream cone; sphere to ball; cube to block)*

Standard 16

- *Identify objects of different sizes*
- *Identify objects of different lengths*
- *Identify objects of different weights*
- *Identify objects of different volumes*
- *Sort items according to single attribute*
- *Sequence objects by attributes*
- *Measure using inch, foot, and yard*
- *Measure food product using 1 cup/1/2 cup*
- *Measure food product using 1 tablespoon/teaspoon*
- *Indicate weight of items to this pound/1/2 pound*

Others

- *Identify words for simple numerals*
- *Use the process sign (+) in simple additions.*
- *Perform simple addition in functional situations*
- *Perform simple subtractions in functional situations*
- *Use the process sign (x) in simple multiplications*
- *Perform simple multiplication in functional situations*
- *Use the process sign (-) in simple division*
- *Perform simple division in functional situations*
- *Manipulate a hand calculator properly to perform arithmetic computations*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Consumer Math	
Annual Course – Grade 9-10	
No Prerequisite	
49-31-09	Cons Math A
49-31-10	Cons Math B
Course Description	
<p>This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
Mathematics	
<u>Number Sense</u>	
<ul style="list-style-type: none"> Standard 1-Count, recognize, represent, name or order a number of objects (up to 30) Standard 2-Identify one more than, one less than, 10 more than, or less than a given number 	
<u>Counting and Money</u>	
<ul style="list-style-type: none"> Standard 6-Identify and know the values of coins. Show different combinations of coins that equal the same value Standard 7-Solve problems using combinations of coins and/or bills Standard 8-Know and use the decimal notation and the dollar and cent symbols for money 	
<u>Algebra and Functions</u>	
<ul style="list-style-type: none"> Standard 10-Understand the meaning of the symbols +, -, = 	
<u>Measurement and Geometry</u>	
<ul style="list-style-type: none"> Standard 16-Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit 	
History/Social Science	
<ul style="list-style-type: none"> Standard 7-Understand the concept of exchange and the use of money to purchase 	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Standard 1

- *Indicate quantity of "1"*
- *Indicate quantities of more than "1"*
- *Match printed numerals to same*
- *Rote count*
- *Identify numerals*
- *Count using 1:1 correspondence*
- *Match quantity to numeral*
- *Locate and use numbers during functional activities*
- *Sequence numbers*
- *Place object in ordinal position first, second, and third, and identify each position*

Standard 2

- *Match groups having equal numbers of objects*
- *Use number word "more"*
- *Identify more and less*
- *Find set with more/less numbers as given set*
- *Demonstrate the ability to give "one more" or "one less"*
- *Identify the number before/after a given number*
- *Count by sets of 10*
- *Sort numbers into piles of ones and tens*

Standard 6

- *Match coins and bills*
- *Sort money into like groups*
- *Identify coins and bills*
- *Identify value of coins and bills*
- *Coin-operated machines*
- *Combine coins to make 2 sets of equal value*
- *Combine coins to equal \$1.00 bill*

Standard 7

- *Exchange coins/money for desired item*
- *Pay for food/services/goods and wait for change*
- *Combine coins to equal specified total*
- *Match coins/bills to written amount*
- *Select item(s) of total price under amount of money available*
- *Count out correct change up to one dollar*
- *Pay the exact amount for an item that costs more than a dollar*
- *Pay the exact amount for an item that costs more than a dollar*
- *Count change from purchase*

Standard 8

- *Identify dollar (\$) and cents (¢) symbols*
- *Match coins and/or bills to decimal and symbol*
- *Identify written dollar amount on a sales receipt, menu, bus fare sign, movie ticket, etc.*
- *Write dollar amount using correct decimal notation and dollar symbol*

Standard 10

- *Identify +, -, and = symbols*
- *Use calculator to perform basic math*
- *Produce basic math equation using symbols correctly*
- *Solve practical problems using one of the two basic math functions*

Standard 16

- *Identify objects of different sizes*
- *Identify objects of different lengths*
- *Identify objects of different weights*
- *Identify objects of different volumes*
- *Sort items according to single attribute*
- *Sequence objects by attributes*
- *Measure using inch, foot, and yard*
- *Measure food product using 1 cup/1/2 cup*
- *Measure food product using 1 tablespoon/teaspoon*
- *Indicate weight of items to this pound/1/2 pound*

Others

- *Read prices of items on the school menu and count out coins to pay the amount*
- *Use folding money system to identify various denominations of paper money*
- *Read price tags*
- *Purchase needed articles and services*
- *Select appropriate purchases from vending machines and other coin-operated machines*
- *Order materials, using an order blank*
- *Compare the price of a needed article with the amount of money available*
- *Deposit and withdraw money from a bank*
- *Cash a check*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Practical Social Science	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-37-27	Pract Social Sci A
49-37-28	Pract Social Sci B
Course Description	
<p>This course emphasizes the relationship of local government to the individual within the community. The focus is on identifying the location, telephone number and nature of basic governmental services relevant to the student as a person living in a community. In addition, this course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
English/ Language Arts	
<u>Sight Word Reading</u>	
Standard 3-Understands that printed materials provide information	
<u>Reading Comprehension</u>	
Standard 12-Identify the structural features of popular media and use the features to obtain information	
History / Social Science	
<u>Civic</u>	
Standard 3-Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community and in civic life.	
<u>Economics</u>	
Standard 8-Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts	
<u>Geography</u>	
Standard 12-Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)	
Standard 13-Construct maps and models for neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts:

Standard 3

- *Identify environmental symbols/signs/cues*
- *Match symbol/cue to activity or function*
- *Follow a list/schedule of activities*
- *Use printed materials to provide/obtain information*

Standard 12

- *Identify the location of desired information within a popular media source*
- *Use printed material to obtain information on desired item*
- *Computer search engine to locate desired information*

History / Social Science

Standard 3

- *Carry out requests*
- *Complete assigned tasks*
- *Gather needed materials for task*
- *Follow/plan daily activities using list/schedules*
- *Put away materials when finished*
- *Return borrowed items*
- *Attempt to solve minor problems independently*
- *Play a group game following rules*
- *Volunteer help with task(s)*
- *Follow school/worksite rules*
- *Follow community/social rules*
- *Take part in a class vote/survey*

Standard 8

- *Match pictures/labels of people to the jobs they do in the classroom*
- *Match pictures/labels of people to the jobs they do in school*
- *Match picture/labels of people to the jobs they do in the community*
- *Identify the tools that a person uses for a particular occupation of job*

Standard 12

- *Identify common traffic signs/symbols*
- *Comply with traffic signs/symbols in the community*
- *Choose and follow bus schedule for a local trip*
- *Identify community landmarks*
- *Locate a geographical landmark on a map*

Others

- *Print or write simple sentences or phrases*
- *Copy sentences clearly and correctly*
- *Read personal data*
- *Read and understand simple instructions and messages*
- *Use books or magazines correctly*
- *Use the dictionary and/or telephone book correctly*
- *Read a newspaper*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Community Social Science/History-Community	
Annual Course – Grade 11-12	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-37-29	Social Sci Com A
49-37-30	Social Sci Com B
Course Description	
<p>This course emphasizes the skills needed to obtain basic and vital information necessary to function efficiently within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
English/Language Arts	
<u>Sight Word Reading</u>	
Standard 3-Understands that printed materials provide information	
<u>Reading Comprehension</u>	
Standard 12-Identify the structural features of popular media and use the features to obtain information	
Standard 13-Locate information by using a variety of consumer, workplace, and public documents	
<u>Speaking Applications</u>	
Standard 19-Share information and ideas, speaking audibly in complete, coherent sentences	
Standard 20-Describe people, places, things (e.g., size, color, shape) locations, and actions	
History/Social Science	
<u>Economics</u>	
Standard 8-Match simple descriptions of work that people do and the names of related jobs at the school, in the local community and from historical accounts	
<u>Geography</u>	
Standard 12-Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)	
Standard 13-Construct maps and models for neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

English Language Arts:

Standard 3

- *Identify environmental symbols/signs/cues*
- *Match symbol/cue to activity or function*
- *Follow a list/schedule of activities*
- *Use printed materials to provide/obtain information*

Standard 12

- *Identify the location of desired information within a popular media source*
- *Use printed material to obtain information on desired item*
- *Computer search engine to locate desired information*

Standard 13

- *Identify common sign and labels*
- *Compile shopping list from recipe*
- *Choose preferred activities using public documents*
- *Make own public transport plan*

Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate choice using gesture, action, voice output device, or vocalization*
- *Communicate information using single word using gesture, action, voice output device, or vocalization*
- *Communicate information using 2- to 3-word phrase using gestures, actions, voice output device, or vocalizations*
- *Communicate information using a complete sentence using gestures, actions, voice output device, or vocalizations*

Standard 20

- *Identify differences in objects (e.g., size, color, shape)*
- *Identify characteristics of a person, place, thing, location, or action*
- *Describe object by size and/or color*
- *Describe a person, place or thing using two or more descriptors*
- *Share descriptive information about locations and actions*

History/Social Science

Standard 8

- *Match pictures/labels of people to the jobs they do in the classroom*
- *Match pictures labels of people to the jobs they do in school*
- *Match picture/ labels of people to the jobs they do in the community*
- *Identify the tools that a person uses for a particular occupation or job*

Standard 12/13

- *Identify common traffic signs/ symbols*
- *Comply with traffic signs/ symbols in the community*
- *Choose and follow bus schedule for a local trip*
- *Identify community landmarks*
- *Locate a geographical landmark on a map*

Others

- *Print or write words with a verbal cue*
- *Print or write simple sentences or phrases*
- *Copy sentences clearly and correctly*
- *Employ word recognition skills*
- *Read personal data*
- *Read and understand simple instructions and messages*
- *Use books or magazines correctly*
- *Use the dictionary and/or telephone book correctly*
- *Read a newspaper*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Social Science / History- Consumer	
Annual Course – Grade 11-12	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-37-31	Social Sci Con A
49-37-32	Social Sci Con B
Course Description	
<p>This course emphasizes the student’s awareness of the legal resources available in the community. The course will focus on issues, laws, and legal documents relevant to the student’s needs and includes the areas of civic responsibilities and the means by which to avoid exploitation.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
Health	
<u>Personal Safety</u>	
Standard 16-Recognize and avoid situations that can increase risk of abuse	
English Language Arts	
<u>Reading Comprehension</u>	
Standard 13-Locate information by using a variety of consumer, workplace, and public documents	
History / Social Science	
<u>Civics</u>	
Standard 1-Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”	
Standard 3-Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community and in civic life.	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p>	
Health:	
Standard 16	
<ul style="list-style-type: none"> ▪ <i>Demonstrate awareness of strangers</i> ▪ <i>Stay with adult or familiar person in public place</i> ▪ <i>Inform adult of abuse or potential abuse</i> ▪ <i>Reject inappropriate touches or advances</i> 	
English/Language Arts	
Standard 13	
<ul style="list-style-type: none"> ▪ <i>Identify common signs and labels</i> ▪ <i>Compile shopping list from recipe</i> ▪ <i>Choose preferred activities using public documents</i> ▪ <i>Make own public transport plan</i> 	

History/Social Science

Standard 1

- *Control physical responses when angered*
- *Initiate and respond to greetings and farewells*
- *Use socially appropriate language*
- *Apologize for intentional/unintentional behavior*
- *Refrain from encouraging offensive peer behavior*
- *Cooperatively play a simple game*
- *Identify own property; distinguish from others*
- *Appropriately defend ownership of own possessions*
- *Treat other's property with care*
- *Accept criticism without emotional outburst*
- *Touch others in a proper manner*
- *Maintain appropriate social distance when speaking to another*
- *Remain quiet when others are talking*
- *Pause to allow others to speak*
- *Remain on topic in conversations*
- *Initiate a compromise to resolve conflict with peer*
- *Follow direction*
- *Express feelings in an appropriate manner*
- *Raise hand to gain attention in classroom setting*
- *Politely interrupt*
- *Wait to be acknowledged verbally or by gesture before speaking*
- *Speak using appropriate volume in different situations*
- *Adjust behavior to fit rules and routines of different situations*
- *Act upon helpful criticism presented by authority*
- *Express or demonstrate thought, actions, concern or sympathy for others*

Standard 3

- *Carry out requests*
- *Complete assigned tasks*
- *Follow/plan daily activities using lists/schedules*
- *Put away materials when finished*
- *Return borrowed items*
- *Attempt to solve minor problems independently*
- *Play a group game following rules*
- *Volunteer help with task(s)*
- *Follow school /worksite rules*
- *Follow community/social rules*
- *Take part in a class vote/survey*

Assessments will include:

- **California Alternate Performance Assessment (CAPA)**
- **Individual Student Portfolio**
- **Individualized Education Program (IEP)**

Practical Science	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-36-07	Pract Sci A
49-36-08	Pract Sci B
Course Description	
<p>This course emphasizes the concepts of force and motion in the completion of most tasks in everyday life. Focus will be on understanding the properties of substances and how substances are mixed, cooled or heated, observation skills and understanding similarities and differences.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
Science	
<u>Investigation and Experimentation</u>	
<p>Standard 1-Compare and sort common objects by one physical attribute Standard 2-Observe common objects by using the five senses Standard 3-Communicate observations orally and through drawings Standard 4-Describe the relative position of objects by using one reference Standard 5-Compare and sort common objects according to two or more physical attributes Standard 6-Describe the properties of common objects</p>	
<u>Physical Science</u>	
<p>Standard 7-Know objects fall to the ground unless something holds them up Standard 8-Know the way to change how something is moving by giving it a push or a pull. The size of the change is related to the strength or amount of force of the push or pull Standard 9-Know objects can be described in terms of the materials they are made of and their physical properties</p>	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p>	
<p>Science Standard 1</p> <ul style="list-style-type: none"> ▪ Attend to two or more objects presented ▪ Match two like objects ▪ Sort objects by color ▪ Sort objects by shape ▪ Sort objects by texture ▪ Sort objects by size ▪ Sort objects by weight ▪ Describe one common attribute between two objects 	

Standard 2

- *Smell various scents*
- *Taste different textures/foods*
- *Attend to visual material*
- *Attend to sounds*
- *Explore textures*
- *Explore and describe types of scents/flavors/sounds/textures*
- *Show preferences for scents/flavors/sights/sounds/textures*

Standard 3

- *Draw simple picture*
- *Label objects/pictures presented*
- *Use pictures/symbols to express observations*

Standard 4

- *Follow a simple positional receptive instruction*
- *Position objects by using one reference*
- *Describe the positions of 2 differently placed objects*
- *Describe the position of an object in the environment*

Standard 5

- *Sort two different types of animals or objects*
- *Sort objects by color and shape*
- *Sort objects by shape and texture*
- *Sort objects by size and weight*
- *Compare and describe similarities of two specific objects*

Standard 6

- *Identify the color of an object*
- *Identify the size of an object*
- *Identify the shape of an object*
- *Identify the texture of an object*
- *Identify the weight of an object*
- *Describe one property of a given object/picture*
- *Describe two properties of a given object/picture*
- *When given two common objects, describe the common properties*

Standard 7

- *Explore gravity by causing different objects to fall*
- *Follow receptive instructions to drop different objects to the ground*
- *Hold object and release upon request*

Standard 8

- *Roll a ball, push a toy car*
- *Push an object/switch*
- *Pull an object/switch*
- *Identify two amounts of force, such as pushing a ball lightly or harder to make it move*
- *Pull a door open/closed*
- *Push a door open/closed*
- *Indicate whether an action is a push or a pull*
- *Use push/pull motion to operate a tool or equipment (e.g. push a broom/vacuum)*

Standard 9

- *Manipulate flexible objects*
- *Identify the color of an object*
- *Identify the size of an object*
- *Identify the shape of an object*
- *Identify the texture of an object*
- *Identify the weight of an object*
- *Identify what materials an object is made of*
- *Describe one property of a given object/picture*
- *Describe two properties of a given object/picture*
- *Describe the common properties of two common objects*
- *Identify/demonstrate the floating and sinking of objects*
- *Use magnets to move an object*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Community Science	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-36-09	Comm Sci A
49-36-10	Comm Sci B
Course Description	
<p>This course helps students ask meaningful questions and conduct careful investigations that are important in the completion of most tasks in everyday life. This includes understanding different kinds of weather and different environmental conditions and responding appropriately for comfort, learning how to care for other living things and how to take care of personal needs. Develop an understanding that organisms reproduce offspring of their own kind and that offspring resemble their parents and one another.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
Science	
<u>Physical Science</u>	
Standard 10-Know whatever can be a liquid or a solid and can be made to change back and forth from one form to another	
Standard 11-Know the properties of substances can change when the substances are mixed, cooled or heated	
Standard 12-Know the position of an object can be described by locating it in relation to another object or to the background	
<u>Life Science</u>	
Standard 13-Know both plants and animals need water, animals need food, and plants need light	
Standard 14-Know how to identify major structures of common plants and animals	
Standard 15-Know how to observe and describe similarities and differences in the appearance and behavior of plants, and animals	
Standard 16-Know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another	
Standard 17-Know there is variation among individuals of one kind within a population	
<u>Earth Science</u>	
Standard 18-Know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	
Standard 19-Know that the weather changes from day to day but those trends in temperature or of rain or snow tend to be predictable during the season	

Representative Objectives

Students will be able to:

In accordance with his or her present capacities, the student grows in the ability to:

Standard 10

- *Identify ice cube/water*
- *Identify that a melted ice cube is now water*
- *Demonstrate how water changes from one state to another*
- *Identify/label solid form of water and liquid form of water*
- *Identify environmental sources of solid and liquid water*

Standard 11

- *Identify difference between hot and cold*
- *Identify that substances can change from hot to cold, solid to liquid and vice versa*
- *Follow a simple no-bake cooking recipe*
- *Follow a simple heated recipe*
- *Follow a simple mixing and cooking recipe*
- *Describe what happens when two substances are mixed together*

Standard 12

- *Indicate the relative position of an item by use of prepositions*
- *Execute a simple positional direction*
- *Identify where student is in relation to another object of background*
- *Use one landmark on campus or in community to reach given destination*
- *Use more than one landmark on campus or in the community to reach given destination*

Standard 13

- *Identify animals*
- *Identify plants*
- *Sort animals from/plants*
- *Match animals to their appropriate food source*
- *Identify appropriate habitat for specific animal*
- *Identify appropriate lighted habitats for specific plant*
- *Care for a plant*
- *Care for an animal*
- *Plant a seed/seedling and observe its growth*

Standard 14

- *Identify body part on self*
- *Identify animal body parts*
- *Match animal body parts*
- *Match structures of a plant (stem, leaf, etc.)*
- *Draw an animal with some body parts*
- *Draw a plant with some plant structures*

Standard 15

- *Match animal same to same*
- *Identify the classification of animals*
- *Sort animals into classifications*
- *Sort animals by different attributes*
- *Sort plants by different attributes*
- *Identify similarities/differences among animals*
- *Identify similarities/differences among plants*
- *Identify characteristics of a pet animal*

Standard 16

- *Match same to same parent*
- *Match same to same offspring*
- *Match offspring to parent*
- *Identify similar traits/characteristics of offspring to parent*
- *Identify stages in life cycle of an animal/plant*
- *Sequence the life cycle of an animal/plant*

Standard 17

- *Identify variations in the physical attributes of individuals/animals/plants*
- *Match variations in the physical attributes of individuals/animals/plants*
- *Sort according to variations in the physical attributes of individuals/animals/plants*

Standard 18 & 19

- *Match pictures of weather*
- *Identify various kinds of weather*
- *Identify water descriptors*
- *Categorize appropriate clothing according to weather conditions*
- *Categorize various weather conditions to specific seasons*
- *Record daily weather conditions to show weather trends dress appropriately for different weather conditions*
- *Use weather prediction to determine what to wear to school/work*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Life Skills	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-42-07	Life Skills
Course Description	
<p>This course examines various disabilities and the implications and challenges they present to the individual, the family, and society. Focus is on the student developing a positive self-image and establishing realistic goals and expectations while planning for the future.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
<p>Health <u>Interpersonal Relationships</u> Health Skill 1-Develop positive relationships with peers Health Skill 2-Develop and use effective communication skills Health Skill 3-Identify and share feelings in appropriate ways</p>	
<p><u>English/Language Arts</u> Standard 19-Share information and ideas, speaking audibly in complete, coherent sentences Standard 22-Ask questions for clarification and understanding Standard 23-Recount experiences in a logical sequence</p>	
<p><u>Career and Vocational Education</u> Participate in career awareness, exploration, and preparatory activities in a school and community-based setting</p>	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p>	
<p><u>Health Skill 1</u></p> <ul style="list-style-type: none"> ▪ Orient toward speaker ▪ Make eye contact ▪ Display appropriate expression in response to situation ▪ Engage in parallel play ▪ Share with adult ▪ Share with peer ▪ Initiate play with peer ▪ Take turns ▪ Play a simple group game ▪ Communicate wants and needs ▪ Ask for permission/help ▪ Accept help ▪ Act according to social rules in work and play situations ▪ Participate in group discussions ▪ Use conflict resolution skills 	

Health Skill 2

- *Orient toward speaker*
- *Make eye contact*
- *Initiate communication with another*
- *Communicate wants and needs*
- *Give and receive appropriate greetings and salutations*
- *Display appropriate expressions in response to situation*
- *Use appropriate voice volume*
- *Use appropriate social conventions*
- *Participate in conversations*
- *Use actions of others as a social cue*

Health Skill 3

- *Orient toward speaker*
- *Make eye contact communicate wants and needs*
- *Identify own feelings*
- *Identify feelings of others*
- *Express feelings in a socially appropriate manner*
- *Express or demonstrate concern/sympathy towards others*

English Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate choice using gesture, action, voice output device, or vocalization*
- *Communicate information using single word*
- *Communicate information using 2- to 3- word phrase*
- *Communicate information using a complete sentence using gestures, actions, voice output device, or vocalizations*

English Standard 22

- *Obtain help using gestures, actions, voice output device, or vocalizations*
- *Ask simple questions using gestures, actions, voice output device, or vocalizations*
- *Ask "wh" questions for clarification using gestures, actions, voice output device, or vocalizations*

English Standard 23

- *Sequence events by responding to cues (environmental or directions)*
- *Identify next event in a sequence*
- *Respond to question about events or experiences*
- *Recount events of past experiences in logical, sequential order*

Vocational Instruction

- *Learn about and be able to explain his/her disability*
- *Learn about his/her learning strengths, interests, and preferences*
- *Learn to develop and advocate for his/her transition plan*
- *Learn to make choices and advocate for self*
- *Identify career pathways/clusters that match individual interests and strengths*
- *Experience a variety of school-based experiences to practice work skills*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)

Personal Health	
Annual Course – Grade 9-10	
Prerequisite: Course offered for students on Alternate Curriculum only	
49-26-11	Person Health
Course Description	
<p>This course helps the student to develop a personal health care plan in order to maintain his or her optimal health. The emphasis is on basic health care practices that can be easily implemented while living in the house and community.</p>	
<p>This course is designed to prepare students to meet alternate standards found in the <i>Curriculum Guide for Students with Moderate to Severe Disabilities</i>. Students enter into and move through the standards at an individual pace.</p>	
Health	
<p>Health Skill 5-Practice good Personal Hygiene Health Skill 7- Cooperate with parents and health care providers in the treatment or management of disease Health Skill 8-Identify information helpful and harmful to health Health Skill 10-Make healthy food choices Health Skill 13-Recognize emergencies and respond appropriately Health Skill 15 -Distinguish between helpful and harmful substances</p>	
Representative Objectives	
<p><i>Students will be able to:</i> <i>In accordance with his or her present capacities, the student grows in the ability to:</i></p> <p><i>Health Skill 7-Cooperate with parents and health care providers in the treatment or management of disease</i></p> <ul style="list-style-type: none">▪ <i>Indicate health problem/concern</i>▪ <i>Take medication as prescribed</i>▪ <i>Comply with dietary restrictions/enhancements</i>▪ <i>Complete necessary health maintenance checks</i>▪ <i>Cooperate with and/or complete necessary health care procedures/regimens</i> <p><i>Health Skill 8-Identify information helpful and harmful to health</i></p> <ul style="list-style-type: none">▪ <i>Identify poison symbol</i>▪ <i>Identify medical information source</i>▪ <i>Indicate need for medical assistance</i>	

Health Skill 5-Practice Personal Hygiene

- *Wash and dry hands*
- *Wash and dry face*
- *Control saliva*
- *Blow or whip nose with tissue*
- *Brush teeth*
- *Comb or brush hair*
- *Check appearance after grooming*
- *Put on deodorant or antiperspirant*
- *Sit on toilet*
- *Void when sitting on the toilet*
- *Remain dry/unsoiled for timed intervals during the day*
- *Indicate discomfort with a toileting accident*
- *Communicate a need for toileting*
- *Pull down clothes before toileting*
- *Flush the toilet*
- *Ask for help during toileting*
- *Adjust clothing after toileting*
- *Wipe with toilet paper*
- *Close the door when toileting*
- *Toilet independently*
- *Cooperate with assistance in dressing*
- *Request assistance in dressing*
- *Take off clothing*
- *Put on clothing*
- *Use fasteners to adjust clothing*

Health Skill 10-Make healthy food choices

- *Accept new food choices*
- *Develop oral motor skills for feeding/drinking purposes*
- *Develop fine motor skills for feeding/drinking purposes*
- *Develop appropriate drinking skills for functional purposes*
- *Use appropriate table manners*
- *Develop food selection skills*
- *Indicate where a certain food item would appear on the food pyramid*
- *Discriminate between a healthy and unhealthy food choice*
- *Plan a simple healthy meal/snack*

Health Skill 13-Recognize emergencies and respond appropriately

- *Follow teacher/adult directions during fire/emergency evacuation*
- *Evacuate during emergency alarm*
- *Know/carry personal information*
- *Identify safety signs*
- *Recognize dangerous situations or objects*
- *Communicate to adult about danger/injury to self*
- *Report injury of another person to adult*
- *Seek assistance if lost*
- *Report potentially dangerous situation to adult*
- *Phone 911 for help*

Health Skill 15-Distinguish between helpful and harmful substances

- *Refrain from ingesting unknown/inedible substances or material*
- *Comply with request to remove harmful material from mouth*
- *Distinguish between hot and cold*
- *Distinguish between various textures*
- *Recognize common harmful substances*
- *Recognize warning symbols/labels*
- *Ask for assistance when unsure if a substance is dangerous*

Health Skill 16-Recognize and avoid situations that can increase risk of abuse

- *Demonstrate awareness of strangers*
- *Stay with adult or familiar person in public place*
- *Inform adult of abuse or potential abuse*
- *Reject inappropriate touches or advances*

Assessments will include:

- California Alternate Performance Assessment (CAPA)
- Individual Student Portfolio
- Individualized Education Program (IEP)