



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: High School Elective Codes for Students with Disabilities Participating in the District Alternate Curriculum

NUMBER: REF-5445.0

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DATE: April 4, 2011

PURPOSE: The purpose of this Reference Guide is to provide high school elective course codes and course descriptions to be used for classes designed for students with moderate to severe disabilities on the Alternate Curriculum.

MAJOR CHANGES: Not applicable.

BACKGROUND: Alternate Curriculum classrooms utilize the Special Education Administrators of County Offices (SEACO) Curriculum Guide for Students with Moderate to Severe Disabilities to plan and design instruction. The elective courses in Attachment A are aligned to alternate standards using the SEACO Curriculum Guide.

PROCEDURES: School staff should use the elective course codes and course descriptions found in Attachment A for students with moderate to severe disabilities on the Alternate Curriculum.

ATTACHMENTS: Attachment A: Elective Course Codes and Descriptions for High School Alternate Curriculum Courses

RELATED RESOURCES: Special Education Administrators of County Offices (SEACO) Alternate Curriculum Guide for Students with Moderate to Severe Disabilities.

ASSISTANCE: For further information, please contact Geri Fuchigami, Coordinator, Behavior, Transition, LRE, at 213-241-8050 or via email at geri.fuchigami@lausd.net.

ROUTING

All High Schools
Local District Superintendents
Administrators of Instruction
Principal Leaders
Support Unit Administrators
School Site Administrators
Special Education Teachers

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|---|----------------------|
| Social Communication Skills | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-00-11 | SOC COMM SKLS |
| Course Description | |
| <p>The purpose of this course is to develop an awareness and practice of social behavior when interacting with others. Focus is on appropriate behavior in various postures and situations, such as: asking for help, obeying rules, greeting people, initiating conversation, compromising, reacting to rejection, participating in a dialogue, etc. The approach in this course comes from the assumption that the student has limited practice or experiences in a variety of social interactions typical to their age-level peers. The student therefore needs opportunities to interact and receive feedback and instruction about the natural consequences of his behavior. Students will be coached and advised in techniques and strategies to improve social and communication skills.</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>English/Language Arts</p> <p>Standard 18 – Listen attentively</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 21 – Stay on topic when speaking</p> <p>Standard 22 – Ask questions for clarification and understanding</p> <p>Standard 24 – Apply appropriate interviewing techniques</p> | |
| <p>History/Social Science</p> <p>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”</p> | |
| <p>Health</p> <p>Standard 1 – Develop positive relationships with peers</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in appropriate ways</p> <p>Standard 4 – Identify appropriate ways to show affection</p> | |
| <p>Physical Education</p> <p>Skill 12 – Play and assist others in activities in groups of three to five</p> <p>Skill 13 – Accept and respect the decisions made by game officials- whether they are teachers, students or officials outside of school</p> | |
| Representative Objectives | |
| <p>Students will be able to:</p> <p>In accordance with his or her present capacities, the student grows in the ability to:</p> | |

English*Standard 18*

- *Attend to speaker for duration of activity*
- *Listen without interrupting when people speak to him or her, then respond appropriately*

Standard 19

- *Use one word to communicate need, e.g., help, drink, eat, toilet, etc.*
- *Use two word phrases to communicate needs, e.g., “want eat”, “want drink”, “go toilet”, “me hurt”, “me help”*
- *Use sentences to communicate needs*
- *Label objects and pictures verbally, through a communication board, or signing*
- *Use three word phrases to communicate ideas verbally, through a communication board or signing*
- *Use sentences to communicate ideas verbally, through a communication board, or signing*

Standard 21

- *Attend and respond to speaker*
- *Contribute orally to a group letter, an invitation, or a life experience story*
- *Participate in a communicative dialogue with person or group on specific topic*

Standard 22

- *Obtain help using gestures, actions, voice output device, or vocalization*
- *Ask simple questions to communicate wants and thoughts*
- *Ask “wh” questions for clarification using gestures, actions, voice output device, or vocalization*

Standard 24

- *Interact with another person*
- *Greet people in a socially appropriate manner*
- *Introduce self to others at appropriate times*
- *Take turns while communicating*

History/Social Science*Standard 1*

- *Use socially appropriate language*
- *Socialize at breaks and other appropriate times*
- *Apologize for intentional/unintentional behavior*
- *Identify community helpers and interact with them in appropriate situations*
- *Raise hand to gain attention in classroom setting*
- *Be on time*

Health*Standard 1*

- *Orient toward speaker*
- *Make eye contact*

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| <ul style="list-style-type: none"> ▪ <i>Participate in group discussions</i> ▪ <i>Wait for turn to speak without interrupting</i> ▪ <i>Treat others properly with respect</i> ▪ <i>Practice sportsmanship</i> ▪ <i>Use conflict resolution skills</i> ▪ <i>Obey rules and laws</i> ▪ <i>Share possessions and take turns</i> <p><i>Standard 2</i></p> <ul style="list-style-type: none"> ▪ <i>Initiate conversation with another</i> ▪ <i>Communicate wants and needs</i> ▪ <i>Give and receive appropriate greetings and salutations</i> ▪ <i>Use appropriate voice volume</i> ▪ <i>Display appropriate expressions in response to situation</i> ▪ <i>Behave courteously</i> ▪ <i>Behave in an acceptable manner when using private and public transportation</i> ▪ <i>Behave in an acceptable manner when receiving services</i> ▪ <i>Behave in an acceptable manner in places requiring quiet</i> <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Identify feelings of others</i> ▪ <i>Notice when actions are distracting others and change actions appropriately</i> ▪ <i>Express concern/sympathy toward others</i> ▪ <i>Cope with rejection and/or criticism</i> <p><i>Standard 4</i></p> <ul style="list-style-type: none"> ▪ <i>Respect personal distance/boundaries</i> <p>Physical Education</p> <p><i>Skill 12</i></p> <ul style="list-style-type: none"> ▪ <i>Follow rules of group games/activities</i> ▪ <i>Follow instructions when game is over</i> |
| Transition |
| <p>The following standards can be found in the <i>California Career Technical Education</i>(CCTE) content standards adopted by the California State Board of Education.</p> <p>Education</p> <ul style="list-style-type: none"> ▪ Learn to communicate with others in effective and appropriate ways ▪ Social skills training <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in social skills training activities in the community ▪ Participate in transition trips to practice skills <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore work experience/volunteer opportunities in independent living skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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| Career Exploration | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-00-13 | CAREER EXPLOR |
| Course Description | |
| <p>The emphasis of this course is to explore a variety of careers and professions. Students will become aware of jobs available at school and in the community and the requirements for obtaining those jobs. Students will choose careers of interest based on their individual strengths and their ability to perform the work and meet job requirements. This course exposes students to various careers and focuses on appropriate workplace behavior.</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 | |
| <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 8/9 – Follow one-step written instructions/Follow two-step written Instructions</p> <p>Standard 12 – Identify the structural features of popular media and use the features to obtain information</p> <p>Standard 13 – Locate information using a variety of consumer, workplace, and documents</p> <p>Standard 17 – Understand and follow one- and two- step oral directions</p> <p>Standard 18 – Listen attentively</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> | |
| History/Social Science | |
| <p>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</p> <p>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</p> <p>Standard 9 – Identify the specialized work that people do to manufacture, transport and market goods and services and the contributions of those who work in the home</p> <p>Standard 10 – Demonstrate familiarity with the school's layout, environs, and the jobs of people</p> <p>Standard 12/13 – Identify traffic symbols and map symbols/construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines</p> | |

Health

Standard 2 – Develop and use effective communication skills

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Use printed material to provide/obtain information about a variety of careers*
- *Recognize, read, and use public transportation timetables*
- *Follow a schedule of activities*

Standard 8/9

- *Follow directional words given by sight or sound*
- *Follow community symbol directions*

Standard 12

- *Gather information regarding careers of interest*
- *Research career of interest and requirements (on job training, vocational training, college, etc.)*
- *Identify a realistic career of interest*
- *Develop a travel itinerary to visit various work sites in the community (grocery store, restaurant, etc.)*

Standard 13

- *Choose preferred activities using public documents*
- *Make own public transport plan*

Standard 17

- *Follow simple directions*
- *Follow verbal directions for positions in space and contents in space*

Standard 18

- *Attend to speaker for duration of activity*

Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate information a complete sentence using gesture, action, voice output device, or vocalization*

History/Social Science*Standard 3*

- *Take part in class vote or survey*
- *Volunteer help with a task*

Standard 9

- *Identify skills needed for a specific job in the home or community*
- *Determine tools or equipment needed for a specific job in the home or community*

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| <ul style="list-style-type: none"> ▪ <i>Research the duties/tasks of a specific job at home or in the community</i> ▪ <i>Role play job activities of various occupations</i> <p><i>Standard 10</i></p> <ul style="list-style-type: none"> ▪ <i>Identify school personnel and the jobs they do</i> <p><i>Standard 12/13</i></p> <ul style="list-style-type: none"> ▪ <i>Locate buildings and specific addresses</i> ▪ <i>Locate specific sites or rooms inside buildings by function or number</i> <p><i>Health</i></p> <p><i>Standard 2</i></p> <ul style="list-style-type: none"> ▪ <i>Give and receive appropriate greetings and salutations</i> ▪ <i>Participate in conversations/use various types of telephones to communicate</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore the range of careers available at school and in the community ▪ Learn safety procedures <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in mobility training activities in the community ▪ Participate in community safety training <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore work experience/volunteer opportunities in independent living skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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| Budget Maintenance | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-13 | BUDGET MAINT |
| Course Description | |
| This competency based course is an introduction to fundamental personal finance skills. This course develops the skills needed to plan and maintain a simple personal budget. | |
| 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. | |
| Mathematics | |
| Standard 2 – Identify one more than, one less than, 10 more than, and 10 less than a given number | |
| Standard 3 – Use concrete objects to determine the answers to addition and subtraction problems | |
| Standard 5 – Count, read and write whole numbers to 100 | |
| Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same amount | |
| Standard 7 – Solve problems using combinations of coins and bills | |
| Standard 8 – Know and use the decimal notation and the dollar and cent symbols for money | |
| Standard 10 – Understand the meaning of the symbols +, -, = | |
| English/Language Arts | |
| Standard 10 – Ask and answer questions about essential elements of a text | |
| Standard 13 – Locate information by using a variety of consumer, workplace and public documents | |
| Standard 15 – Print legibly and space letters, words, and sentences appropriately | |
| Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology | |
| Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences | |
| History/Social Science | |
| Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services | |
| Standard 15/16 – Put events in temporal order using a calendar, placing days, weeks and months in proper order/Place important events in their lives in the order in which they occurred | |
| Career and Technology – Business Financial Management Pathway | |
| C1.0 – Students create and use budgets to guide financial decision making. | |
| Representative Objectives | |

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Students will be able to:

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

Math*Standard 2*

- *Round values up/down to the nearest dollar*
- *Understand the concept of more/less*

Standard 3

- *Add and subtract numbers using a calculator*
- *Use a spreadsheet to record expenses*
- *Use a spreadsheet to calculate budget balances*

Standard 5

- *Identify important values in a spreadsheet (i.e. expenses, amount earned/spent etc.)*
- *Read and demonstrate an understanding of a bill (i.e. amount due, past due, amount paid etc.)*
- *Read and demonstrate an understanding of a check*

Standard 6/7

- *Counts money received*
- *Identify and give value of coins and currency; makes change*
- *Perform simple addition and subtraction of functional situations*
- *Determines amount of check and whether balance will cover amount*
- *Compute the balance of checks and deposits with a calculator*
- *Balance a bank book with a calculator*

Standard 8

- *Find amount written in numbers*
- *Find amount written out on check*
- *Verbalize amount of check in dollars and cents*
- *Write or stamp a check for a bill*

Standard 10

- *Use a calculator to balance a checkbook*
- *Use a calculator to total monthly/weekly expenses*
- *Use a calculator to predict expenses/earnings for a week/month*

English*Standard 15*

- *Fill out application forms*
- *Write out a check*
- *Fill out deposit slips*
- *Write signature*
- *Write date*
- *Record a payment and deposit in record book*

Standard 19

- *Discusses information on check*
- *Verbalize desire to open an account*

- *Thank teller and leave window*

Social Studies/History*Standard 7*

- *Write check to make a simple purchase*
- *Make a simple budget*
- *Save money for future purchases*
- *Pay bills on time*
- *Order from a catalogue*
- *Keep important receipts*

Standard 15/16

- *Create a calendar with important personal finance dates (dates that bills must be paid etc.)*

Career and Technology – Business Financial Management Pathway*C1.0*

- *Create a budget*
- *Analyze past and current budget*

Transition

Education

- Learn how to write and cash a check and balance a checkbook
- Practice functional math skills
- Learn how to plan and maintain a simple personal budget

Training

- Participate in financial planning activities

Employment

- Explore the range of career options in financial planning Independent Living Skills

Assessments will include:

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

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| Meal Planning and Preparation | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-15 | MEAL PLN/PREP |
| Course Description | |
| <p>This competency-based course provides instruction in the selecting, purchasing, meal planning, preparing, and serving of foods both domestic and foreign for individuals and groups. This course also provides instruction in the areas of food safety and sanitation, as well as the nutritional aspects of balanced meal preparation. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| English/Language Arts | |
| <p>Standard 3 – Understand that printed materials provide information Standard 4 – Classify objects by category Standard 8 – Follow one-step written instructions Standard 9 – Follow two-step written instructions Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| Mathematics | |
| <p>Standard 6 – Identify and know the value of coins and show different combinations of coins that equal the same value Standard 7 – Solve problems using combinations of coins and bills Standard 11 – Demonstrate an understanding of concepts of time and the tools that measure time Standard 16 – Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit</p> | |
| Health | |
| <p>Standard 5 – Practice good personal hygiene Standard 6 – Develop basic food preparation skills Standard 10 – Make healthy food choices Standard 13 – Recognize emergencies and respond appropriately</p> | |
| Science | |
| <p>Standard 11 – Know that the properties of substances are mixed, cooled, or heated</p> | |

Career and Technology - Food Science, Dietetics, and Nutrition Pathway

A3.0 – Know the primary standards and regulations for safe food handling and sanitation practices

A5.0 – Understand the correlation of food and fitness to wellness

A8.0 – Understand the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Use printed material to find recipes or food items*

Standard 4

- *Classify food by food groups*
- *Identify cooking/kitchen tools by function*

Standard 8/9

- *Identify picture/word/object*
- *Follow schedule*
- *Follow a simple recipe (written or pictorial) independently*

Standard 17

- *Follow a simple recipe with oral directions*
- *Follow oral directions to obtain needed kitchen tools/objects to complete task*

Mathematics*Standard 6*

- *Use different coin combinations to purchase items less than one dollar*

Standard 7

- *Pay for food items and wait for change*
- *Pay for food items with exact change costing more than one dollar*
- *Count change from purchase*

Standard 11

- *Follow a picture/word sequence schedule/calendar*
- *Sequence daily activities*

Standard 16

- *Identify and use 1 cup, 1/2 cup, 1/3 cup and 1/4 cup measuring cups to measure food products*
- *Identify and use 1 tablespoon/ 1 teaspoon/ 1/2 teaspoon and 1/8 teaspoon to measure food products*

Health*Standard 5*

- *Wear hair protection/net*
- *Wash and dry hands*

- *Uses gloves and aprons appropriately*

Standard 6

- *Wash hands before preparing or handling food repeating if necessary*
- *Use utensils for intended purposes*
- *Wash fruit and vegetables before preparing*
- *Follow a recipe*
- *Use measuring utensils*
- *Plan a meal*
- *Clean food preparation surfaces*
- *Demonstrate proper food storage*
- *Clean utensils, containers, and surfaces after food preparation*
- *Will understand and follow food and utensil sanitation guidelines*
- *Clean up spills*

Standard 10

- *Develop food selection skills*
- *Indicate where a certain food will appear on the food pyramid*
- *Select a recipe for a healthy meal or snack*

Standard 13

- *Communicate to adult about danger/injury to self or another person*
- *Follow adult directions during a fire/emergency evacuation*
- *Identify safety signs*

Science**Standard 11**

- *Identify difference between hot and cold*
- *Follow a simple no bake cooking recipe*
- *Follow a simple heated recipe*
- *Follow a simple mixing and cooking recipe*

Career and Technology (modified) - Food Science, Dietetics, and Nutrition Pathway**A3.0**

- *Know industry recommended standards for personal grooming and hygiene*
- *Understand safe and sanitary procedures in all food handling*

A5.0

- *Know how dietary guidelines relate to nutrition, fitness, and overall wellness*

A8.0

- *Understand chemical and physical changes that occur during food preparation*
- *Know terminology, methods, and equipment used in the food science and technology industry*

Other

- *Identify career options in the field of food science and nutrition*

Transition**Education**

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| <ul style="list-style-type: none">▪ Explore the range of career options in the fields of food science and nutrition▪ Learn appropriate hygiene, food safety and sanitation rules |
| Training <ul style="list-style-type: none">▪ Participate in food services activities▪ Participate in emergency/safety training |
| Employment <ul style="list-style-type: none">▪ Explore the range of career options in the food science and nutrition fields |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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| Independent Living – Meal Preparation | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-17 | I L MEAL PREP |
| Course Description | |
| <p>The purpose of this course is for students to develop skills necessary to plan, purchase, prepare, and clean-up after simple-to-prepare nutritional meals. Emphasis is placed on developing the student's ability to assist in meal planning and preparation or complete all tasks independently. The course focuses on three skill areas: grocery shopping, food storage, and meal preparation and clean-up.</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>English/Language Arts</p> <p>Standard 2 – Match all consonant and short-vowel sounds to appropriate letters</p> <p>Standard 4 – Classify grade appropriate categories of words</p> <p>Standard 7 – Recognize common abbreviations</p> <p>Standard 8 – Follow one-step written instructions</p> <p>Standard 9 – Follow two-step written instructions</p> <p>Standard 13 – Locate information by using a variety of consumer, workplace, and public documents</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| <p>Mathematics</p> <p>Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same value</p> <p>Standard 7 – Solve problems using combinations of coins and bills</p> <p>Standard 8 – Know and use the decimal notation and the dollar and cent symbols for money</p> <p>Standard 10 – Understand the meaning of the symbols +, -, =</p> <p>Standard 11– Demonstrate an understanding of concepts of time and the tools that measure time</p> <p>Standard 16 – Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit</p> | |
| <p>Health</p> <p>Standard 5 – Practice good personal hygiene</p> <p>Standard 6 – Develop basic food preparation skills</p> <p>Standard 10 – Make healthy food choices</p> <p>Standard 13 – Recognize emergencies and respond appropriately</p> | |
| <p>History/Social Science</p> <p>Standard 12/13 – Identify traffic and map symbols/Construct maps and models of</p> | |

neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines.

Science

Standard 11 – Know the properties of substances can change when the substances are mixed, cooled, or heated.

Representative Objectives

Students will be able to:

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

English*Standard 2*

- *Read package labels when shopping*

Standard 4

- *Classify food by food groups*
- *Locate section of store in which a shopping list items are located*

Standard 8/9

- *Identify picture/word/object*
- *Follow safety rules*
- *Follow a simple recipe independently*

Standard 13

- *Compile shopping list from given recipe with assistance and/or with independence*
- *Make a shopping list from given recipe unassisted*

Standard 17

- *Follow simple recipe with verbal directions*
- *Follow oral directions to locate items in a grocery store and using a cart properly*

Mathematics*Standard 6*

- *Use a coin operated machines to purchase items*

Standard 7

- *Pay for food items and wait for change*
- *Will pay for item(s) with exact change (bills, coins, bills/coins)*
- *Count change from purchase*

Standard 8

- *Match amounts needed for purchase on price signs*
- *Read receipt(s) verifying prices of items, amount tendered, coupon savings, and change*

Standard 10

- *Understand the value of coupons and savings*

Standard 11

- *Follow a picture/word sequence schedule/calendar*

- *Sequence daily activities*

Standard 16

- *Measure food product using 1 cup/ 1/2cup*
- *Measure food product using 1 tablespoon/ 1 teaspoon*
- *Use scale to measure weight of produce*

Health**Standard 5**

- *Wash and dry hands*
- *Uses gloves and aprons appropriately*

Standard 6

- *Wash hands before preparing or handling food*
- *Repeat hand washing as necessary during food preparation*
- *Plan and/or prepare a simple meal with assistance or independently*
- *Set table correctly for two or more people*
- *Use utensils for intended purposes*
- *Get replacement utensil if it drops to the floor*
- *Wash fruits and vegetables before preparing*
- *Follow a recipe*
- *Use measuring utensils*
- *Perform kitchen clean-up responsibilities after cooking*
- *Perform clean-up responsibilities after meal*
- *Clean food preparation surfaces*
- *Demonstrate proper food storage*
- *Dispose of contaminated and spoiled food*
- *Clean utensils, containers, and surfaces after food preparation*
- *Clean up spills*
- *Store food properly*
- *Throw away garbage*

Standard 10

- *Develop food selection skills*
- *Indicate where a certain food will appear on the food pyramid*
- *Discuss the importance of each food group for health, energy, and growth*
- *Plan balanced menu*

Standard 13

- *Transport food carefully*
- *Communicate to adult about danger/injury to self or another person*
- *Follow adult directions during a fire/emergency evacuation*
- *Identify safety signs*

History/Social Science**Standard 12/13**

- *Identify common traffic signs and symbols*
- *Plan a shopping trip following a local bus schedule*

Science*Standard 11*

- *Identify difference between hot and cold*
- *Understand 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*

Transition**Education**

- Learn appropriate hygiene and safety rules
- Understand and practice safe food handling, food storage, and meal planning and preparation
- Participate in grocery shopping, food preparation, and clean-up activities
- Explore the range of career options in the field of food science and nutrition

Training

- Participate in food services and shopping activities
- Participate in safety training

Employment

- Explore the range of career options in food science Independent Living Skills

Assessments will include:

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

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| Independent Living – Household Maintenance | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-19 | I L HSE MAINT |
| Course Description | |
| The purpose of this course is to develop the skills for maintaining the home in a clean, safe, and orderly manner. Emphasis is on developing the student's ability to perform simple and routine home maintenance skills. | |
| 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 Standard 3 – Understand that printed materials provide information Standard 4 – Classify grade appropriate categories of words Standard 8/9 – Follow one-step written instructions/Follow two-step written instructions Standard 17 – Understand and follow one- and two- step oral instructions Standard 23 – Recount experiences in a logical sequence | |
| Mathematics Standard 14 – Identify the time of everyday events Standard 9 – Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group. | |
| Science Standard 2 – Observe common objects by using the five senses Standard 11 – Students know the properties of substances can change when the substances are mixed, cooled or heated | |
| Health Standard 8 – Identify information helpful and harmful to health Standard 13 – Recognize emergencies and respond appropriately Standard 15 – Distinguish between helpful and harmful substances | |
| History Standard 15/16 – Put events in temporal order using a calendar, placing days of the week and months in proper order/Place important events in their lives in the order in which they occurred. | |
| Physical Education Standard 1 – Learn to use equipment safely and responsibly. | |
| Representative Objectives | |

April 4, 2011

Students will be able to:

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

English*Standard 3*

- *Use printed material to provide/obtain information*
- *Locate emergency phone numbers*
- *Follow instructions on cleaning labels, clothes, and other fabrics*

Standard 8/9

- *Follow a written or pictorial schedule*
- *Follow a daily schedule*

Standard 17

- *Perform action to comply with 1- or 2- step direction(s)*
- *Change a light bulb*
- *Use a hammer, nails, and screws*
- *Use needle, thread, and scissors correctly*
- *Sew on buttons*
- *Mend minor tears*
- *Use sewing machine to make minor repairs*
- *Identify laundry in need of washing*
- *Sort laundry for washing*
- *Hand wash delicate fabric clothes*
- *Load and operate an automatic washer and dryer*
- *Fold and store laundry*
- *Iron laundry*

Standard 23

- *Sequence events by responding to cue*
- *Identify next event in a sequence*
- *Respond to questions about events or experiences*
- *Explain/identify how they completed a task in sequence*

Mathematics*Standard 9*

- *Match/Sort items by color such as socks*
- *Match/Sort items by shape such as silverware*
- *Match/Sort items by size such as dishes or cups*
- *Indicate why an object does not belong in a group*

Standard 14

- *Identify and understand days of the week on a calendar*
- *Identify current, previous, and next day on a calendar*
- *Follow scheduled events on a calendar*

Science*Standard 2*

- *Explore and identify different scents, sounds, and textures*

April 4, 2011

- *Identify difference between hot and cold*
- *Describe what happens when two substances are mixed together*

Health*Standard 8*

- *Identify poison symbol*
- *Use dangerous household substances and appliances safely*
- *Use matches safely*
- *Use sharp tools safely*
- *Use electrical cords safely*

Standard 13

- *Recognize dangerous situations or objects*
- *Play and handle pets/animals safely*
- *Practice accident prevention when performing household tasks*
- *Lock doors and windows at home*
- *Respond appropriately in an emergency*
- *Demonstrate ability to call 911 for help*

Standard 15

- *Use cleaning agents appropriately*
- *Recognize common harmful substances*
- *Recognize warning symbols/labels*
- *Ask for assistance when unsure of a substance*

History/Social Science*Standard 15/16*

- *Sequence and plan daily activities using lists or schedules*
- *Complete tasks in assigned order*
- *Demonstrate understanding of "today," "tomorrow," "yesterday"*
- *Identify days and months of the year on a calendar and plan for parties or get together*

Physical Education*Standard 11*

- *Ask for and wear necessary safety equipment*
- *Follow directions and instructions when using equipment*

Transition**Education**

- *Learn how to maintain a clean, orderly home*
- *Learn about home safety procedures*

Training

- *Participate in household maintenance training activities*
- *Participate in home safety training*

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| Employment |
| <ul style="list-style-type: none">▪ Explore work experience/volunteer opportunities in Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

| Independent Living – Legal Rights | |
|---|-----------------------|
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-31 | I L Leg Rights |
| 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. This course also emphasizes the skills and procedures necessary to locate practical, affordable, safe, and centrally located housing. The housing part of the course is designed for those students who are ready to live independently with little direct supervision from another person.</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>English/Language Arts</p> <p>Standard 3 – Understand that printed materials provide information.</p> <p>Standard 6 – Match oral words to printed words.</p> <p>Standard 7 – Recognize common abbreviations</p> <p>Standard 12 – Identify the structural features of popular media and use the features to obtain information.</p> <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately</p> <p>Standard 17 – Students will understand and follow one- and two-step oral directions</p> <p>Standard 18 – Students will listen attentively</p> <p>Standard 19 – Student will share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 21 – Stay on topic when speaking.</p> | |
| <p>Math</p> <p>Standard 4 – Students will compare two or more sets of objects and identify which set is equal to, more, or other</p> <p>Standard 7 – Solve problems using combinations of coins and bills.</p> | |
| <p>History/Social Science</p> <p>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.</p> <p>Standard 15/16 – Put events in temporal order using a calendar, placing days, weeks, and months in proper order/Place important events in their lives in the order in which they control.</p> | |
| <p>Health</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in appropriate ways</p> | |

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Use printed material to provide/obtain information*
- *Understand and identify appropriate supports and/or services indicated in the IEP document that will assist the student with maintaining independent living.*
- *Demonstrate the ability to locate legal services through such resources as the public library, the telephone directory, and/or an online search*
- *Identify discrimination issues and discuss and/or demonstrate the skills for coping with them including procedures for filing a complaint with the U.S. Attorney's Office, Civil Rights Section*
- *Identify the need and function of personal documents and how to use and protect them*
- *Identify the purpose of a will and the procedures for having one drawn distinguish between crimes of assault, robbery, burglary, and rape*

Standard 6

- *Identify daily activities/schedule when expressed by another*

Standard 7

- *Match abbreviations to a whole word*
- *Identify common abbreviations used to describe housing*
- *Identify and understand that a person's job title will help determine the level of assistance that can be provided by that individual in regards to accessing resources through their business*
- *Identify and understand common acronyms or terminology used in association with individuals with disabilities*

Standard 12

- *Demonstrate knowledge of resources such as newspapers, multiple listing directories, private realtors, public housing authorities, and internet search engines to locate appropriate housing*

Standard 15

- *Complete a rental application and/or agreement*
- *Identify requirements for voter eligibility and, if appropriate, follow procedures for registration*
- *Follow procedures to obtain a driver's license or identification card with the Department of Motor Vehicles*
- *Follow procedures to obtain a social security card form the Department of Social Services*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step directions*

Standard 18

- *Attend to speaker for duration of an activity*

- *Ask for the speaker to repeat or clarify information that is not understood*
- Standard 19*
- *Communicate wants/needs using gestures, action, voice output device, or vocalization*
 - *Discuss crime reporting procedures*
 - *Discuss the advantages of living alone or with a roommate*
 - *Communicate differences between an apartment, condominium, duplex, single-family dwelling, and public housing*
 - *Communicate differences between renting, leasing, and owning a house*

Standard 21

- *Maintain conversation about a specific topic to get desired needs or wants met by accessing specific services*
- *Ask and answer questions appropriately as they arise from the conversation with an individual or group*

Math*Standard 4*

- *Will determine which of two groups has more/less or many/few*
- *Will determine enough/not enough/too many to match to a specified number*

Standard 7

- *Select item of total price under amount of money available*

History/Social Science*Standard 3*

- *Make a list of items that will be needed to fill out a housing application and determine the appropriate places to locate each of the items (i.e. social security card number, current address, California I.D. Number, References etc.)*
- *When seeking assistance, student will determine the appropriate individuals or businesses that can be contacted to meet their needs*

Standard 15/16

- *Follow a list/schedule of activities*
- *Create a daily plan indicating various errands or tasks that need to be completed*
- *Prepare a home inventory of potential household hazards: develop plan to prevent injuries*
- *Identify and demonstrate minimum security measures to be followed while living in the home or in the community*

Health*Standard 2*

- *Initiate communication with another*
- *Participate in conversations about the legal rights for people with disabilities*
- *Communicate wants and needs for post school living arrangements*
- *Participate in conversations about post school living choices such as, living in*

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|---|
| <p><i>an apartment, condo, duplex, single family house, or public housing</i></p> <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Identify own feelings about future living arrangements</i> ▪ <i>Examine one's own abilities and realistic options open to him/her in the future</i> ▪ <i>Examine implications, challenges, and prognosis of his/her own disability</i> ▪ <i>Identify behavior patterns that tend to enhance self-esteem and promote emotional stability</i> ▪ <i>Identify feelings of others</i> ▪ <i>Develop awareness of others' disabilities and that any individual may have limitations</i> |
| <p>Transition</p> |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore possible living arrangements ▪ Identify legal rights for people with disabilities <p>Training</p> <ul style="list-style-type: none"> ▪ Participate activities to explore post school living options <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of realistic career options in Independent Living Skills |
| <p>Assessments will include:</p> |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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|--|----------------|
| Banking | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-35 | BANKING |
| Course Description | |
| This competency-based course is an introduction to fundamental banking skills. The course includes money concepts, financial planning/budgeting, online banking skills, use of ATM machines, check writing, and understanding credit and credit cards. | |
| 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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace. | |
| Mathematics Standard 5 – Count, read, and write whole numbers to 100 Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same amount Standard 7 – Solve problems using combinations of coins and bills Standard 8 – Know and use the decimal notation and the dollar and cent symbols for money Standard 10 – Understand the meaning of the symbols +, -, = | |
| English/Language Arts Standard 15 – Print legibly and space letters, words, and sentences appropriately Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences | |
| History/Social Science Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services | |
| Career and Technology - Banking and Related Services Pathway B1.4 – Use accounting knowledge to perform bookkeeping functions B2.1 – Know basic banking concepts and terms | |
| Representative Objectives | |
| Students will be able to: In accordance with his or her present capacities, the student grows in the ability to: | |
| Math Standard 5 <ul style="list-style-type: none"> ▪ Identify dollar amounts | |

- *Use a calculator to add up numbers*

Standard 6/7

- *Identify coins and bills*
- *Counts money received*
- *Tells clerk amount and presents money*
- *Determines amount of check and whether balance will cover amount*
- *Balances checkbook monthly*

Standard 8

- *Find amount written in numbers*
- *Find amount written out on check*
- *Verbalize amount of check in dollars and cents*
- *Pay bills using online banking services or with a check book*

Standard 10

- *Identify +, -, and = symbols*
- *Use a calculator to solve personal finance problems*

English*Standard 15*

- *Fill out application forms*
- *Write a check*
- *Use a template to plan personal finances*
- *Use a template to balance personal budget*

Standard 19

- *Communicate banking needs in various situations*

Career and Technology(modified) - Banking and Related Services Pathway

- *Examine, analyze, and categorize financial transactions*
- *Understand how to identify current and long-term assets and liabilities*
- *Identify the reasons for maintaining a checking account*
- *Explain how to establish and maintain a checking account*
- *Discuss reasons for having a savings account*
- *Discuss advantages of having both a savings and checking account*
- *Identify/endorse a check*
- *Open a checking/savings account at bank*
- *Write a check*
- *Record payment/deposit in record book and balance with calculator*
- *Identify career options in the field of finance and business*

Transition**Education**

- *Explore the range of career options in banking*
- *Learn how to open a checking account, write a check, and budget money*

Training

- *Participate in banking activities*

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| Employment |
| <ul style="list-style-type: none">▪ Explore the range of career options in banking Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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|--|----------------------|
| Building Maintenance | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-07 | BUILD MAINTEN |
| Course Description | |
| <p>This competency-based course contains entry-level and intermediate instruction and vocational training that will enable students to develop the necessary skills to qualify for jobs as building maintenance workers, custodial assistants, custodians and facilities workers as well as to upgrade their skills in preparing for promotion opportunities. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education</i>(CCTE) model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| English/ Language Arts | |
| <p>Standard 3 – Understand that printed materials provide information Standard 8 – Follow one-step written instructions Standard 9 – Follow two-step written instructions Standard 17 – Understand and follow one and two-step oral directions</p> | |
| Mathematics | |
| <p>Standard 10 – Understand the meaning of the symbols +, -, = Standard 13 – Tell time to the nearest half hour and relate time to events</p> | |
| Health | |
| <p>Standard 8 – Identify information helpful and harmful to health Standard 15 – Distinguish between helpful and harmful substances</p> | |
| History/Social Science | |
| <p>Standard 15– Put events in temporal order using a calendar, placing days, weeks, and months in proper order</p> | |
| Career and Technology - Residential and Commercial Construction Pathway | |
| <p>D2.0 – Understand the safe and appropriate use of hand tools common to the residential and commercial construction industry D5.0 – Understand the value and necessity of practicing occupational safety in the construction industry facility and job site</p> | |
| Representative Objectives | |
| <p>Students will be able to: In accordance with his or her present capacities, the student grows in the ability to:</p> | |

English*Standard 3*

- *Identify environmental symbols and signs*

Standard 8/9

- *Identify a picture/word/object*
- *Follow a schedule*
- *Follow community symbol directions*
- *Prepare cleaning solutions according to manufacturer's directions*

Standard 17

- *Follow simple directions*

Mathematics*Standard 10*

- *Prepares cleaning solutions according to manufacturer's directions*
- *Use calculator to perform basic math*
- *Solve practical problems using one of the two basic math functions*

Standard 13

- *Arrive to work at a specific time*

Health*Standard 15*

- *Maintain daily schedule*
- *Maintain weekly schedule*
- *Maintain monthly schedule*

Career and Technology - Residential and Commercial Construction Pathway*D2.0*

- *Use common hand tools safely and properly*
- *Maintain and care for hand tools used in residential and commercial construction*

D5.0

- *Know safety procedures and practices in various work environment settings pertaining to residential and commercial construction*

Transition**Education**

- *Explore the range of career options in the building maintenance field*
- *Learn how to use and care for tools used in building maintenance*

Training

- *Participate in building maintenance activities*

Employment

- *Explore the range of career options in construction and building maintenance*
- Independent Living Skills**

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| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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|--|-----------------------|
| Housekeeping and Laundry | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-13 | HSE KEEP/LAUND |
| Course Description | |
| This course teaches the specific domestic skills, responsibilities, and duties for employment. Skills include the proper use of household appliances, tools, materials, and chemicals. Standards of domestic maintenance, cleanliness, and safety are emphasized. | |
| 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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace. | |
| English/Language Arts | |
| Standard 3 – Understand that printed materials provide information | |
| Standard 4 – Classify grade appropriate categories of words | |
| Standard 8 – Follow one-step written instructions | |
| Standard 9 – Follow two-step written instructions | |
| Standard 13 – Locate information by using a variety of consumer, workplace, and public document | |
| Mathematics | |
| Standard 9 – Identify, sort, and classify objects by attribute, and identify objects that do not belong to a particular group. | |
| Standard 16 – Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit | |
| Health | |
| Standard 8 – Identify information helpful and harmful to health | |
| Standard 13 – Recognize emergencies and respond appropriately | |
| Standard 15 – Distinguish between helpful and harmful substances | |
| History/Social Science | |
| Standard 15 – Put events in temporal order using a calendar, placing days, weeks, and months in proper order | |
| Physical Education | |
| Standard 1 – Learn to use equipment safely and responsibly. | |
| Career and Technology - Hospitality, Tourism, and Recreation Pathway | |
| C3.0 – Students understand and apply the knowledge and skills essential for effective guest services in the hospitality, tourism, and recreation industry sector | |
| C5.0 – Understand the basics of systems operations and the importance of | |

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| maintaining facilities, equipment, tools, and supplies |
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Representative Objectives

Students will be able to:

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

English*Standard 8/9*

- *Identify picture/word/object*
- *Follow schedule*
- *Follow written or pictorial recipe*
- *Follows directions for cleaning products*

Standard 13

- *Identify common signs and label*

Standard 17

- *Follow simple directions*
- *Perform action to comply with one- and two step oral directions*

Standard 19

- *Communicate information using a single word, 2-3word phrase, or complete sentence using gestures, action, voice output device, and/or vocalizations*

Standard 22

- *Request an item or assistance when needed by verbally stating the name of the item in English*
- *Answer questions in simple conversational exchanges.*

Mathematics*Standard 5*

- *Count out requested number of objects*

Standard 9

- *Match colors, shapes, and sizes*
- *Matches correct size of linen to bed*
- *Locate object which does not belong in a particular class/category*
- *Check on missing supplies from stock room*

Standard 16

- *Measure detergent*
- *Applies correct amount of bowl cleaner to toilet*
- *Shakes correct amount of cleanser into sink*

Health*Standard 8*

- *Identify poison label*
- *Evacuate during an emergency*
- *Identify safety signs*
- *Recognize dangerous situations and objects*

Standard 15

- *Recognize common harmful substance*
- *Recognize warning symbols/labels*
- *Ask for assistance when unsure if a substance is dangerous*

Career and Technology (modified) - Hospitality, Tourism, and Recreation Pathway***C3.0***

- *Interact with guests in a positive, responsive, and professional*
- *Know common guest complaints and the service solutions for preventing or resolving them*
- *Understand the concept of exceptional guest service*

C5.0

- *Know the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous properties of chemicals and the use of material safety data sheets*
- *Understand the procedures for cleaning, maintaining, and repairing facilities and equipment*
- *Know procedures for maintaining inventories, requisitioning equipment and tools, and storing and restocking supplies*
- *Analyze work to be completed, prioritize tasks, and prepare a schedule to meet facility and personnel needs within an allotted budget*
- *Identify career options in the field of hospitality, tourism, and recreation*

Transition**Education**

- Explore the range of career options in the field of hospitality, tourism, and recreation training
- Participate in motel/motel maintenance activities

Employment

- Explore the range of career options in motel/motel maintenance activities

Assessments will include:

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

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|--|----------------------|
| Food Services | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-15 | FOOD SERVICES |
| Course Description | |
| <p>This competency-based course contains entry-level and intermediate instruction and vocational training that will enable students to develop the necessary skills to qualify for jobs as catering assistants, institutional and restaurant apprentice, "prep" cooks, and any position that requires first-hand knowledge and experience in food service. Students are exposed to food preparation, presentation, food service, safe food handling and sanitation, with hands-on experience. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| <p>English/Language Arts</p> <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 7 – Recognize common abbreviations</p> <p>Standard 8 – Follow one-step written instructions</p> <p>Standard 9 – Follow two-step written instructions</p> <p>Standard 17 – Understand and follow one and two-step oral directions</p> | |
| <p>Mathematics</p> <p>Standard 5 – Count, read, and write whole numbers to 100</p> <p>Standard 13 – Tell time to the nearest half hour and relate time to events</p> <p>Standard 16 – Compare length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit</p> | |
| <p>Health</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 5 – Practice good personal hygiene</p> <p>Standard 6 – Develop basic food preparation skills</p> <p>Standard 13 – Recognize emergencies and respond appropriately</p> | |
| <p>History/Social Science</p> <p>Standard 9 – Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home</p> | |
| Science | |

Standard 2 – Observe common objects by using the five senses

Physical Education

Standard 1 – Learn to use equipment safely and responsibly

Standard 6 – Travel different ways in a large group without bumping into others without falling

Standard 9 – Manipulate object with accuracy and speed

Career and Technology - Food Service and Hospitality Pathway

B2.0 – Understand the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.

B 3.0 – Understand the basics principles of safe food handling.

B 6.0 – Understand and apply the basics of food preparation in professional and institutional kitchens.

B 10.0 – Understand and apply basic nutritional concepts in meal planning and food preparation.

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

- *Use printed materials to find recipes*
- *Follow picture schedules*

Standard 7

- *Match and use common abbreviations to the whole word when following recipes*

Standard 8/9

- *Identify picture word/object*
- *Follow schedule*
- *Follow written or pictorial recipe*

Standard 17

- *Follow simple oral directions*

Mathematics

Standard 5

- *Identify numerals*
- *Recognize numerals within school environment/community setting*

Standard 13

- *Identify the activities that come before or after a specified activity*
- *Indicate time to the half hour*
- *Arrive at a specified time*

Standard 16

- *Identify and use 1 cup, 1/3 cup and 1/4 cup to measure food products*

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- *Identify and use 1 tablespoon, 1 teaspoon, ½ teaspoon and 1/8 teaspoon to measure food products*

Health*Standard 2*

- *Give and receive appropriate greetings and salutations*
- *Use appropriate social conventions*

Standard 5

- *Wear hair protection/net*
- *Use gloves and aprons appropriately*
- *Wash and dry hands*

Standard 6

- *Wash and dry hands before handling/preparing food*
- *Use kitchen tools/utensils for their intended purpose*
- *Wash fruits, vegetables and herbs before preparing/eating*
- *Follow recipes*
- *Follow cleanliness and sanitation guidelines*
- *Clean and sanitize tables and counters*
- *Clean utensils, containers, and surfaces after food preparation*
- *Clean up spills*
- *Prepare simple meals and snacks*
- *Change table linen*

History/Social Science*Standard 9*

- *Determine tools or equipment needed for a specific job in the home or community*

Science*Standard 2*

- *Attend to visual materials*
- *Explore and describe types of scents/flavors/textures*

Physical Education*Standard 1*

- *Wear necessary safety equipment*
- *Follow directions and instructions when using equipment*

Standard 6

- *Navigate around stationary obstacles without bumping into them*
- *Navigate through a group of people without bumping into others*

Standard 9

- *Maintain grasp/contact and move object*
- *Manipulate object in a variety of ways*

Career and Technology(modified) - Food Service and Hospitality Pathway***B2.0***

- *Understand basic procedures for safety of employees and guests*
- *Know the causes, prevention, and treatment of common accidents and the reporting procedures involved*

B 3.0

- *Know the standards of personal grooming and hygiene required local, state, and federal health and safety codes*
- *Understand safe and sanitary procedures in all food handling*
- *Know types of food contamination, potential causes, cross over contamination, and methods of prevention*

B 6.0

- *Know the qualities and properties of food items and ingredients used in food preparation.*
- *Use, maintain, and store the tools, utensils, equipment, and appliances properly*
- *Prepare food by using the correct techniques and procedures specified in recipes and formulas*

B 10.0

- *Understand basic nutritional principles and know how to use food preparation techniques that conserve nutrients*
- *Interpret nutritional or ingredient information from food labels and fact sheets*
- *Understand the process for creating nutritious, creative, and profitable menus*

Transition**Education**

- Explore own strengths/weaknesses
- Set realistic life goals and develop an action plan to meet them
- Participate in conflict resolution and problem-solving activities

Training

- Participate in problem solving and conflict resolution training activities
- Participate in decision making training activities

Employment

- Explore work experience/volunteer opportunities in independent living skills

Assessments will include:

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

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| Obtaining Employment | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-25 | OBTAIN EMPLOY |
| Course Description | |
| This course emphasizes practical skills required in seeking and obtaining employment. An emphasis should be placed on the acquisition of specific functional academic skills coupled with the development of necessary social abilities and interpersonal skills to prepare the student for the employment process. | |
| 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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace. | |
| English/Language Arts | |
| Standard 3 – Understand that printed materials provide information | |
| Standard 12 – Identify the structural features of popular media and use the features to obtain information | |
| Standard 15 – Print legibly and space letters, words, and sentences appropriately | |
| Standard 18 – Listen attentively | |
| Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences | |
| Standard 21 – Stay on topic when speaking | |
| Standard 24 – Apply appropriate interviewing techniques | |
| History/Social Science | |
| Standard 1 – Understand the elements of fair play and good sportsmanship, respect for 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 roles of citizens, including how to participate in a classroom, in the community, and in civic life | |
| Standard 12 – Identify traffic symbols and map symbols | |
| Health | |
| Standard 2 – Develop and use effective communication skills | |
| Standard 3 – Identify and share feelings in appropriate ways | |
| Standard 5 – Practice good personal hygiene | |
| Career and Technology – Career and Planning and Management (Foundation Standard) | |
| 3.0 – Understand how to make effective decision, use career information, and manage personal career plans. | |

April 4, 2011

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Create a resume*
- *Request a letter of recommendation from previous teacher, mentor, and/or family member*
- *Label personal belongings that may be taken with him/her to work every day (ex: uniform, lunch bag, thermos)*

Standard 12

- *Utilize want ads in a newspaper to locate job openings*
- *Use computer search engines to find job openings*
- *Contact possible employee resources*

Standard 15

- *Use appropriate letter size in a document*
- *Demonstrate ability to write/copy personal identification information*
- *Fill out a job application form with assistance*

Standard 18

- *Attend to speaker(s) for duration of interview*
- *Listen without interrupting when people speak to him or her, then respond appropriately*

Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate information using gesture, action, voice output device, or vocalization*
- *Identify a job of interest and share to the class why you would like employment in that area*

Standard 21

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

Standard 24

- *Greet people in a socially appropriate manner*
- *Introduce self to others at appropriate times*
- *Take turns while communicating*
- *Identify and relate work experiences/skills relevant to job*
- *Ask relevant questions during interview*
- *Participate in mock interview*

History/Social Science*Standard 1*

- *Engage in role playing in which a problem arises to practice how to appropriately resolve issues that may arise*
- *Create a list of social norms or rules that should be followed in a workplace*

Standard 3

- *Follow community/social rules*
- *Complete various tasks that demonstrate the ability to perform job functions (ex: sorting, labeling, shredding)*
- *Identify and follow check-in and check-out procedures at interview*
- *Demonstrate good interview procedures*
- *When presented with a problem (ex: machine stopped working), student will identify 1-3 possible solutions to resolve this issue*

Standard 12

- *Choose and follow bus schedule for a local trip*
- *Demonstrate the ability to travel to and from a possible interview/job site*

Health**Standard 2**

- *Communicate wants and needs*
- *Use appropriate voice volume*
- *Demonstrate skills in using the telephone to make an appointment*

Standard 3

- *Identify own job skills and aptitudes*
- *Identify own job skill areas of interest*
- *Identify skills needed for selected job(s)*
- *Identify additional training needs*
- *Identify and acquire official work documents needed for job application*

Standard 5

- *Demonstrate acceptable dress and grooming skills for an interview*

Career and Technology – Career and Planning and Management(Foundation Standard)**3.0**

- *Know important strategies for self-promotion in the hiring process, such as job application, resume writing, interviewing skills, and preparation of a portfolio.*

Transition**Education**

- *Learn to communicate with others in an effective and appropriate way*
- *Social skills training*

Training

- *Participate in social skills training activities at work site*
- *Participate in social skills training while volunteering*

Employment

- *Explore work experience/volunteer opportunities in Independent Living Skills*

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| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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| Introduction to Gardening | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-29 | INTRO GARDEN |
| Course Description | |
| <p>This competency-based course is an introduction to fundamental gardening skills. It provides students with the instruction and vocational training needed for entry-level positions in the gardening industry. Students will learn care, maintenance, and the stages of plant growth and development. Students will also learn proper handling procedures and maintenance of gardening tools and supplies.</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 | |
| <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 8 – Follow one-step written instructions</p> <p>Standard 9 – Follow two-step written instructions</p> <p>Standard 13 – Locate information by using a variety of consumer, workplace and public documents</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 22 – Ask questions for clarifications and understanding</p> | |
| Health | |
| <p>Standard 8 – Identify information helpful and harmful to health</p> <p>Standard 14 – Practice safe behavior in recreational activities</p> <p>Standard 15 – Distinguish between helpful and harmful substances</p> | |
| Math | |
| <p>Standard 9 – Identify, sort, and classify objects by attribute, and identify objects that do not belong to a particular group</p> <p>Standard 13 – Tell time to the nearest half hour and relate time to events</p> <p>Standard 16 – Compare the length, weight, and volume of two or more objects by using direct comparison or a non standard unit</p> | |
| Science | |
| <p>Standard 2 – Observe common objects by using the five senses</p> <p>Standard 3 – Communicate observations orally and through drawings</p> <p>Standard 6 – Describe the properties of common objects</p> <p>Standard 13 – Know both plants and animals need water, animals need food, and plants need light</p> <p>Standard 14 – Know how to identify major structures of common plants and</p> | |

animals

Standard 15 – Know how to observe and describe similarities and differences in the appearance and behavior of plants and animal

Standard 18/19 – Know changes in weather occur from day to day and across seasons, affecting earth and its inhabitants/students 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:

Mathematics

Standard 9

- *Identify different types of plants*
- *Be able to differentiate between wanted and unwanted plants in a garden (i.e. weeds, grass, etc.)*

Standard 13

- *Understand and be able to keep track of time worked in the garden*
- *Understand and be able to keep track of the time when watering*

Standard 16

- *Identify lengths (i.e., short and long)*
- *Able to sort produce into categories (i.e. small, medium, and large)*
- *Sort items according to a single attribute (i.e. height, length, weight, size)*

Science

Standard 2

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

Standard 3

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

Standard 6

- *Identify the color, texture, weight, size, and shape of plants and produce*
- *Describe one or two properties of a given object*

Standard 13

- *Identify plants*
- *Identify appropriate lighted habitats for a specific plant*

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| <ul style="list-style-type: none"> ▪ <i>Care for a plant</i> ▪ <i>Plant a seed/seedling and observe its growth</i> <p><i>Standard 14</i></p> <ul style="list-style-type: none"> ▪ <i>Match structures of a plant (stem, leaf, etc)</i> ▪ <i>Draw a plant with some plant structures</i> <p><i>Standard 15</i></p> <ul style="list-style-type: none"> ▪ <i>Sort plants by different attributes</i> ▪ <i>Identify similarities/differences among plants</i> ▪ <i>Identify characteristics of a plant</i> <p><i>Standard 18/19</i></p> <ul style="list-style-type: none"> ▪ <i>Identify common signs and labels associated with gardening</i> <p>English</p> <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Identify important information on a package of seeds, fertilizer and soil</i> <p><i>Standard 8/9</i></p> <ul style="list-style-type: none"> ▪ <i>Follow schedule(s)</i> <p><i>Standard 17</i></p> <ul style="list-style-type: none"> ▪ <i>Follow simple directions</i> ▪ <i>Perform action to comply with one or two-step directions</i> <p><i>Standard 19</i></p> <ul style="list-style-type: none"> ▪ <i>Verbally communicate information associated with gardening</i> <p><i>Standard 22</i></p> <ul style="list-style-type: none"> ▪ <i>Ask simple questions using gestures, actions, voice output device, or vocalizations</i> ▪ <i>Ask "Wh" questions for clarifications using gestures, actions, voice output device, or vocalizations</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore own strengths/weaknesses ▪ Set realistic life goals and develop an action plan to meet them ▪ Participate in conflict resolution and problem-solving activities <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in problem solving and conflict resolution training activities ▪ Participate in decision making training activities <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in banking Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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|---|----------------------|
| Community Entertainment | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-04-01 | COM ENTERTNMT |
| Course Description | |
| <p>The emphasis of this course is on the development of skills for identifying, selecting, and attending entertainment events within the student's community. The course exposes students to a variety of entertainment events and activities and focuses on the criteria for planning, traveling, attending, and appreciating an event.</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 | |
| <p>Standard 3 – Understand that printed materials provide information Standard 7– Recognize common abbreviations Standard 15 – Print legibly and space letters, words, and sentences appropriately Standard 18 – Listen attentively Standard 20 – Describe people, places, things, locations, and actions Standard 24 – Apply appropriate interviewing techniques</p> | |
| Mathematics | |
| <p>Standard 7 – Solve problems using combinations of coins and bills Standard 12 – Identify the time of everyday events Standard 14 – Name the days of the week</p> | |
| History/Social Science | |
| <p>Standard 3 – Discuss the importance of public virtue and the role of citizens, including how to participate Standard 12/13 – Identify traffic symbols and map symbols/construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines</p> | |
| Physical Education | |
| <p>Skill 13 – Participate in games, sports, dance, and outdoor pursuits, both in and outside of school according to individual interest and capabilities</p> | |
| Representative Objectives | |
| <p>Students will be able to: In accordance with his or her present capacities, the student grows in the ability to:</p> | |
| English | |
| <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Use printed material to provide/obtain information</i> | |

- *Utilize the resources of the newspaper, telephone directory, and/or specialized publications to plan for attending an event*
- *Read a bus schedule, map, and reader board*
- *Determine the correct bus to ride to a given location*
- *Interpret traffic and pedestrian warning signs*
- *Interpret roadside information signs*

Standard 7

- *Identify street abbreviations on bus schedules/maps/street signs*

Standard 15

- *Complete and sign purchase forms*
- *Copy pertinent information such as time and date of activity*

Standard 18

- *Attend to speaker for duration of activity*

Standard 20

- *Define the distinguishing characteristics of the major forms of the performing arts: music, dance, film, and theatre*

Standard 24

- *Interact with another person*
- *Discuss appropriate behaviors and attire for various entertainment events*
- *Discuss reviews, critiques, and ratings of particular events as they relate to the selection of an event to attend*
- *Discuss the various means to accessible entrances, restrooms, and other conveniences or services prior to the event*
- *Take turns while communicating*

Mathematics**Standard 7**

- *Pay for goods/services/food and wait for change*
- *Demonstrate ability to purchase tickets in person, by telephone, and/or through the mail*
- *Identify the cost of events as evidences by differing ticket prices*

Standard 12

- *Board bus at correct location and time*

Standard 14

- *Follow scheduled events on a weekly calendar*
- *Read and interpret schedules regarding public places of interest*
- *Read and interpret information resources such as television schedules, movie schedules, and movie ratings*

History/Social Science**Standard 3**

- *Follow procedures when attending an event*
- *Follow community/social rules*

Standard 12/13

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|---|
| <ul style="list-style-type: none"> ▪ <i>Identify community landmarks</i> ▪ <i>Identify community entertainment events such as professional or amateur sports, amusement parks, festivals, etc.</i> ▪ <i>Identify and locate entertainment facilities within the community</i> ▪ <i>Identify modes of transportation to and from several community entertainment facilities</i> ▪ <i>Locate and determine appropriate seating arrangements dependent upon individual needs and/or limitations</i> <p><i>Physical Education</i></p> <p><i>Skill 13</i></p> <ul style="list-style-type: none"> ▪ <i>Choose preferred activity</i> ▪ <i>Actively engage in preferred activity</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore the range of entertainment resources available in the community ▪ Learn how to research and plan a trip <p>Training</p> <ul style="list-style-type: none"> ▪ Plan, travel to, and attend entertainment events in the community ▪ Participate in community mobility and safety training <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore work experience/volunteer opportunities in Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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| Leisure Activities | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-04-03 | LEISURE ACTIV |
| Course Description | |
| <p>This course allows students to explore a variety of activities that may become part of their leisure time options. Emphasis is on developing interests and skills which allow participation in individual or group activities. It also provides the student with the necessary background information to enjoy spectator sports commonly seen on television. This course includes music awareness and appreciation in recreational and leisure activities. Students are encouraged to select activities which can be conducted in their home and community settings and which are appropriate to their age, physical, and emotional abilities.</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>English/Language Arts</p> <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> <p>Standard 18 – Listen attentively</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences.</p> | |
| <p>History/Social Science</p> <p>Standard 2 – Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> | |
| <p>Health</p> <p>Standard 1 – Develop positive relationships with peers</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 4 – Identify appropriate ways to show affection</p> <p>Standard 9 – Participate regularly in active play and enjoyable physical activities</p> | |
| <p>Physical Education</p> <p>Standard 1 – Learn to use equipment safely and responsibly</p> <p>Standard 13 – Participate in games, sports, dance and outdoor pursuits, in both in and outside of school, according to individual interests and capabilities</p> <p>Standard 14 – Recognize the fundamental strategies in simple games</p> <p>Standard 15 – Accept and respect the decisions made by game officials-whether they are students or teachers or officials outside of schools</p> | |
| Representative Objectives | |
| Students will be able to: | |

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

English*Standard 3*

- *Read for enjoyment*
- *Locate key information on posters*

Standard 17

- *Follow simple directions*
- *Orient in direction of speaker*

Standard 18

- *Listen to a radio for information and enjoyment*
- *Listen to variety of musical genres: classical, country, folk, jazz, reggae, rock, rhythm, and blues, etc.*
- *Operate and listen to CDs*
- *Listen to books on tape*
- *Listen to sports broadcasts*

Standard 19

- *Communicate wants/needs 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 gesture, action, voice output device, or vocalization*
- *Communicate information using a complete sentence using gesture, action, voice output device, or vocalization*

History/Social Science*Standard 2*

- *Play/work with another person in close proximity*
- *Trade materials with another person*
- *Share materials with an adult/peer*
- *Play/work cooperatively with another*
- *Comply with rules in the classroom, school, community and workplace*

Health*Standard 1*

- *Explore and participate in individual sports such as: swimming, walking, hiking, jogging, wheelchair racing, track events, and weight lifting*
- *Explore and participate in team or group activities such as basketball, softball, bowling, handball, volleyball, soccer, and dancing*
- *Explore and participate in appropriate physical fitness activities such as: stretching, yoga, calisthenics, isometric exercises, hopping, skipping, walking, marching, running, jumping rope, throwing, hitting and catching balls*
- *Act according to social rules in work and play activities*
- *Play table cards and board games appropriately*

Standard 2

- *Use appropriate social conventions*
- *Participate in conversations*
- *Visit friends and relatives*
- *Participate in singing activities*

Standard 4

- *Respect personal distance/boundaries*
- *Touch others in an appropriate manner*

Standard 9

- *Participate in a regularly scheduled exercise program*
- *Develop an on-going plan of exercise that will help maintain optimal health and reduce stress*

Physical Education**Standard 1**

- *Carry personal items for identification and safety*
- *Follow directions and instructions when using equipment/materials*
- *Participate in activities such as: needlepoint, macramé, knitting, leather work, latch hook, crochet, sewing, painting, coloring, sketching, ceramics, woodshop, photography, embroidering, etc.*

Standard 13

- *Participate in a variety of activities*
- *Choose preferred activity*
- *Actively engage in preferred activity*

Standard 14

- *Observe others playing a spectator sport in person or on television*
- *Identify the goal, rules, and scoring procedures of a spectator sport*
- *Identify specific position player skills*
- *Identify leagues, teams, and top players of a spectator sport*

Standard 15

- *Identify game official/referee*
- *Follow instructions of game officials/referees*
- *Accept when turn is up*
- *Accept game outcome appropriately*

Transition**Education**

- *Learn appropriate social skills when participating in leisure activities*

Training

- *Participate in social skills training*
- *Participate in gross motor and visual-motor skills training*

Employment

- *Explore the range of work experience options in Independent Living Skills*

Assessments will include:

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

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| Communication Through Technology | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-04-07 | COMM THRU TECH |
| Course Description | |
| This course provides the necessary skills for students to use technology as a form of communication. Students use the computer as a communication tool to read, write, change, store, retrieve, send emails, and print information. This course also reviews basic computer skills and teaches the essentials of communicating by telephone. | |
| 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 Standard 1 – Recognize and name all uppercase and lowercase letters of the alphabet Standard 5 – Read simple one syllable and high frequency words Standard 8/9 – Follow one-step written instructions/Follow two-step written instructions Standard 10 – Ask and answer questions about essential elements of a text Standard 12 – Identify the structural features of popular media and use the features to obtain information Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology Standard 17– Understand and follow one- and two-step oral directions Standard 21 – Stay on topic when speaking | |
| Mathematics Standard 18 – Determine the approach, material, and strategies to be used | |
| Health Standard 2 – Develop and use effective communication skills | |
| History/Social Science 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” | |
| Representative Objectives | |
| Students will be able to: In accordance with his or her present capacities, the student grows in the ability to: | |
| <i>English</i> <i>Standard 1</i> <ul style="list-style-type: none"> ▪ Distinguish letters from non-letters on keyboard ▪ Match same case letters | |

- *Match lowercase to uppercase letters*

Standard 5

- *Identify high frequency words/functional words*
- *Use technical vocabulary*

Standard 8/9

- *Identify a picture/object/word cue*
- *Follow written or pictorial directions while on computer*
- *Identify telephone as instrument of communication*
- *Know how to mark and dial the numbers in a sequence designated by the telephone number desired*

Standard 16

- *Indicate awareness of computer*
- *Start up the computer/equipment properly*
- *Utilize keyboard/device to access software*
- *Utilize keyboard/device for writing functions*
- *Move cursor*
- *Use the advance bar, arrows and backspace keys to navigate document*
- *Type on a page and save document*
- *Delete, cut, copy, and paste words, sentences, and/or paragraphs*
- *Use speech device to read screen as needed*
- *Use Braille computer and printer as needed*
- *Produce print copy of work*
- *Send emails*
- *Use audio mode and keys to listen to and/or record material*
- *Shut down computer/equipment properly*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step oral directions*

Standard 21

- *Use appropriate telephone language*
- *Distinguish between business and pleasure phone calls*
- *Telephone for assistance when necessary*
- *Shop or order food by telephone*
- *Leave a message on recorder*
- *Use cellular phone to send text messages*
- *Check telephone messages and relay messages*

Mathematics*Standard 18*

- *Visually attend to what is happening on the computer screen*
- *Use keyboard or switch in response to teacher request*
- *Use keyboard or switch in response to computer generated direction*
- *Understand connection between screen and keyboard*
- *Perform functional academic tasks via use of the computer*

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| <p><i>History/Social Science</i></p> <p><i>Standard 1</i></p> <ul style="list-style-type: none"> ▪ <i>Adjust behavior to fit rules and routines while on computer or in computer lab</i> ▪ <i>Treat computers and equipment with care</i> ▪ <i>Wait to be acknowledged verbally or by gesture before speaking</i> |
| <p>Transition</p> |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in the field of computer science ▪ Learn basic computer skills ▪ Learn how to use computer based assistive technology as needed <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in computer training activities <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in the field of computer science |
| <p>Assessments will include:</p> |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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| Self Realization | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-04-09 | SELF REALIZATI |
| Course Description | |
| <p>The purpose of this course is to emphasize the student's knowledge of his or her self as a unique individual in relation to others. The student will explore personal beliefs and boundaries, and will develop the ability to express feelings, wants and needs as young adults. Students will develop skills to increase their ability for self-determination and self-advocacy.</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>English/Language Arts</p> <p>Standard 10 – Ask and answer questions about essential elements of a text</p> <p>Standard 18 – Listen attentively</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 21 – Stay on topic when speaking</p> | |
| <p>Science</p> <p>Standard 2 – Observe common objects by using the five senses</p> <p>Standard 16 – Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another</p> <p>Standard 17 – Student knows there is variation among individuals of one kind within a population</p> | |
| <p>Health</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in appropriate ways</p> <p>Standard 16 – Recognize and avoid situations that can increase risk of abuse</p> | |
| <p>History</p> <p>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</p> <p>Standard 6 – Learn examples of honesty, courage, determination, individual responsibility and patriotism in American and World History from stories and folklore</p> <p>Standard 17 – Identify the purposes of and the people and events honored in, commemorative holidays, including the human struggles that were the basis of the events</p> | |
| Representative Objectives | |
| Students will be able to: | |

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

English*Standard 10*

- *Identify elements of a text*
- *Respond to simple questions about a text*
- *Recall events/story*
- *Answer "Wh" questions about material read*

Standard 18

- *Respond to name*
- *Be an effective and courteous listener by organizing and processing verbal and nonverbal information, language, and cues*

Standard 19

- *Communicate wants/needs and choice*
- *Clearly and sequentially communicate questions, concerns, needs, or instructions to parents, attendants, or professional and medical staff*

Standard 21

- *Identify personal strengths/weaknesses*
- *Identify own disability and accommodations needed*
- *Verbalize differences between self and others*
- *Communicate with others in a calm, non-threatening, but assertive manner*
- *State the names of significant others*
- *State family roles and responsibilities*
- *State school staff roles and responsibilities*
- *State roles and responsibilities of community helpers*

Science*Standard 2*

- *Show preferences for scents/flavors/sights/sounds/textures*

Standard 16

- *Match same to parent*
- *Identify similar traits/characteristics of offspring to parent*

Standard 17

- *Identify and match variations in the physical attributes of individuals*

Health*Standard 2*

- *Identify own feelings*
- *Communicate wants and needs*
- *Develop realistic goals for self*
- *Make plans to achieve goals*
- *Follow plans to achieve goals*
- *Verbalize the success or failure of implemented plans*
- *Revise plans to achieve goals if necessary*

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| <ul style="list-style-type: none"> ▪ <i>Plan for future events</i> <p><i>Standard 16</i></p> <ul style="list-style-type: none"> ▪ <i>Demonstrate awareness of strangers</i> ▪ <i>Identify to whom and when personal information should be given</i> ▪ <i>Use decision making skills to arrive at realistic and personally satisfying decisions</i> ▪ <i>Discuss and employ effective skills and techniques to avoid unwanted peer pressure</i> <p>History</p> <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Carry out requests and complete tasks</i> ▪ <i>Volunteer for tasks</i> ▪ <i>Follow school/work site rules</i> ▪ <i>Follow community social rules</i> ▪ <i>Take part in class vote/survey</i> <p><i>Standard 17</i></p> <ul style="list-style-type: none"> ▪ <i>Identify picture of a person associated with a holiday or event</i> ▪ <i>Answer questions about holiday or tradition</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore own strengths/weaknesses ▪ Set realistic life goals and develop an action plan to meet them ▪ Participate in conflict resolution and problem-solving activities <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in problem solving and conflict resolution training activities ▪ Participate in decision making training activities <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in banking Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

| | |
|--|-----------------------|
| General Clerical Skills | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-21-11 | GEN CLERIC SKL |
| Course Description | |
| <p>This competency-based course is offered as a joint effort of the LAUSD Personnel Commission and Division of Adult and Career Education to provide substitute/relief clerical employees and other individuals with short-term training in keyboarding development, computer operation, and a review of business English and mathematics. Training is provided in office procedures, customer service skills, filing, telephone training, proper grooming, proper attitudes to maintain and obtain employment, and general functions of the business office. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| <p>English/Language Arts</p> <p>Standard 1 – Recognize and name all uppercase and lowercase letters of the alphabet</p> <p>Standard 5 – Read simple one syllable and high frequency words</p> <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| <p>Mathematics</p> <p>Standard 9 – Identify, sort, classify objects by attribute, and identify objects that do not belong to a particular group</p> | |
| <p>Health</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in an appropriate way</p> | |
| <p>Career and Technology - Human Services Pathway</p> <p>A2.0 – Understand the basic attitudes and skills needed to be a successful human service worker</p> <p>A3.0 – Develop the specific, effective communication skills essential for working in the human services field</p> <p>A5.0 – Know the basic principles of research, gathering data, entering the data, and interpreting the results</p> | |
| Representative Objectives | |
| <p>Students will be able to:</p> <p>In accordance with his or her present capacities, the student grows in the ability to:</p> | |

Mathematics**Standard 9**

- *Match color, shapes, and sizes*
- *Sort papers*
- *Sort mail*

English**Standard 1**

- *Alphabetize cards, forms*

Standard 5

- *Identify high frequency words/functional words*

Standard 15

- *Record information on message pad*
- *Use appropriate letter size in the document*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step oral directions*

Health**Standard 2**

- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Initiate communication with another*
- *Use appropriate social conventions*
- *Answer incoming phone calls*

Standard 3

- *Orient toward speaker*
- *Make eye contact*
- *Demonstrate concern/empathy toward others*

Career and Technology (modified) - Human Services Pathway**A2.0**

- *Understand the need for characteristics in human services workers such as flexibility, patience, tolerance, emotional control, humor, and persistence.*
- *Use empathy and compassion toward others*

A3.0

- *Understand how to engage people in conversation*

A5.0

- *Understand basic research methods and skills*

Other

- *Identify career options in the field of human services*

Transition**Education**

- *Explore the range of career options in the field of human services*

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| <ul style="list-style-type: none">▪ Learn effective communication skills <p>Training</p> <ul style="list-style-type: none">▪ Participate in office work activities <p>Employment</p> <ul style="list-style-type: none">▪ Explore the range of career options in field of office technician Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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|---|-----------------------|
| Business Application for Adults with Disabilities | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-21-13 | BUS APP/AD DIS |
| Course Description | |
| <p>This competency-based course prepares adult students with disabilities for employment in computer occupations utilizing computers. Adaptive equipment is utilized for specific disabilities. It includes instruction in computer operations, operating systems, telecommunications, and an introduction to word processing, electronic spreadsheets, database management, presentation graphics, advanced techniques for integration of files and documents, and resolving problems associated with integrating and importing files; oral and written communication skills; computational skills; automated office procedures; employability skills; and adaptive support.</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>English/Language Arts</p> <p>Standard 1 – Recognize and name all upper-case and lower-case letters of the alphabet</p> <p>Standard 5 – Read simple one syllable and high frequency words</p> <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately</p> <p>Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| <p>Mathematics</p> <p>Standard 9 – Identify, sort, and classify objects by attribute, and identify objects that do not belong to a particular group.</p> | |
| <p>Health</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in an appropriate way</p> | |
| <p>Career and Technology - Human Services Pathway</p> <p>A2.0 – Understand the basic attitudes and skills needed to be a successful human service worker</p> <p>A3.0 – Develop the specific, effective communication skills essential for working in the human services field</p> <p>A5.0 – Know the basic principles of research, gathering data, entering the data, and interpreting the results</p> | |
| Representative Objectives | |
| <p>Students will be able to:</p> <p>In accordance with his or her present capacities, the student grows in the ability to:</p> | |

English*Standard 1*

- *Alphabetize cards, forms*

Standard 5

- *Identify high frequency words/functional words*

Standard 15

- *Record information on message pad*
- *Use appropriate letter size in the document*

Standard 16

- *Indicate awareness of computer*
- *Utilize keyboard to access software*
- *Utilize keyboard/device for writing functions*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step oral directions*

Mathematics*Standard 9*

- *Match color, shapes, and sizes*
- *Sort papers*
- *Sort mail site*

Health*Standard 2*

- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Initiate communication with another*
- *Use appropriate social conventions*
- *Answer incoming phone calls*

Standard 3

- *Orient toward speaker*
- *Make eye contact*
- *Demonstrate concern/empathy toward others*

Career and Technology (modified) - Human Services Pathway*A2.0*

- *Understand the need for characteristics in human services workers such as flexibility, patience, tolerance, emotional control, humor, and persistence.*
- *Use empathy and compassion toward others*

A3.0

- *Understand how to engage people in conversation*

A5.0

- *Understand basic research methods and skills*

Transition**Education**

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| <ul style="list-style-type: none">▪ Explore the range of career options in the field of human services▪ Learn effective communication skills |
| Training <ul style="list-style-type: none">▪ Participate in office work activities |
| Employment <ul style="list-style-type: none">▪ Explore the range of career options in field of office technician |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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|--|-----------------------|
| Retail Merchandising and Sales | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-21-17 | RETAIL MERC/SA |
| Course Description | |
| <p>This competency-based course provides students with the instruction and vocational training needed for entry-level positions in the retail industry. It develops the knowledge and skills needed for successful employment and advancement in the areas of merchandise and service retail occupations. Building on the theories/skills learned in the classroom, students will have practical application opportunities/experiences with retail companies in the Greater Los Angeles area. The substance of this training provides students with competence and proficiency for lifelong employment. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| English/Language Arts | |
| <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 5 – Read simple one syllable and high frequency words</p> <p>Standard 7 – Recognize common abbreviations</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 21 – Stay on topic when speaking</p> <p>Standard 22 – Ask questions for clarification and understanding</p> | |
| Mathematics | |
| <p>Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same amount</p> <p>Standard 7 – Solve problems using combinations of coins and bills</p> <p>Standard 8 – Know and use decimal notation and the dollar and cent symbols for money</p> | |
| Health | |
| <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in an appropriate way</p> | |
| History/Social Science | |
| <p>Standard 7 – Understand the concept of exchange and the use of money to purchase goods</p> | |

Career and Technology - Professional Sales and Marketing Pathway

D 1.0 – Understand the key concepts of professional sales and marketing

D 2.0 – Understand the basic functions of sales management

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Follow a schedule of activities*
- *Use printed materials to obtain information*

Standard 5

- *Identify functional signs and symbols*
- *Identify high frequency words/functional words*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step oral directions*

Standard 19

- *Communicate information using 2-3 word phrases and/or complete sentences using voice, gestures, actions, and/or voice output device*

Standard 21

- *Attend and respond to speaker*
- *Interact with person or group regarding a specific topic*

Standard 22

- *Ask simple questions*

Mathematics*Standard 6*

- *Identify coins and bills*
- *Identify value of coins and bills*

Standard 7

- *Exchange coins/money for desired item*
- *Combine coins to equal specified total*
- *Match coins/bills to written amount*

Standard 8

- *Identify written dollar amount on a sales receipt, menu, etc.*

Health*Standard 2*

- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Initiate communication with another*
- *Use appropriate social conventions*

| |
|---|
| <p><i>Standard 3</i></p> <ul style="list-style-type: none"> ▪ <i>Orient toward speaker</i> ▪ <i>Make eye contact</i> ▪ <i>Demonstrate concern/empathy toward others</i> <p>History/Social Science</p> <p><i>Standard 7</i></p> <ul style="list-style-type: none"> ▪ <i>Request and exchange money for purchases</i> <p>Career and Technology (modified) - Professional Sales and Marketing Pathway</p> <p><i>D 1.0</i></p> <ul style="list-style-type: none"> ▪ <i>Know the characteristics of a successful salesperson</i> ▪ <i>Know the steps of the selling process</i> ▪ <i>Know techniques used by salespeople to enhance selling potential and increase customer satisfaction</i> <p><i>D 2.0</i></p> <ul style="list-style-type: none"> ▪ <i>Understand the utility of strategic planning (including setting goals and planning activities) in guiding a sales force</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in the field of sales ▪ Learn effective communication skills <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in marketing/sales activities <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in field of sales Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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|--|-----------------------|
| School Based Enterprise – Business | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-21-19 | SB ENTERP-BUSI |
| Course Description | |
| <p>This course allows students to actively participate in a school based enterprise. Students will gain job skills in a work setting and improve social skills through teamwork and cooperation. Students read and use the forms and documents for running a business as well as maintaining and improving their functional math skills related to budget maintenance.</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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| English/Language Arts | |
| <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> | |
| Mathematics | |
| <p>Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same amount Standard 7 – Solve problems using combinations of coins and bills Standard 8 – Know and use the decimal notation and the dollar and cent symbols for money</p> | |
| History/Social Science | |
| <p>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 2 – Follow rules, such as sharing and taking turns, and know the consequences of breaking them 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 Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services Standard 15/16 – Put events in temporal order using a calendar, placing days, weeks and months in proper order/place important events in their lives in the order in which they occurred</p> | |
| Career and Technology - Business Financial Management Pathway | |
| C 1.0 – Create and use budgets to guide financial decision making | |

Representative Objectives

Students will be able to:

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

Mathematics**Standard 9**

- *Match color, shapes, and sizes*
- *Sort papers*
- *Sort mail*

English**Standard 1**

- *Alphabetize cards, forms*

Standard 5

- *Identify high frequency words/functional words*

Standard 15

- *Record information on message pad*
- *Use appropriate letter size in the document*

Standard 17

- *Follow simple directions*
- *Perform action to comply with 1- or 2- step oral directions*

Health**Standard 2**

- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Initiate communication with another*
- *Use appropriate social conventions*
- *Answer incoming phone calls*

Standard 3

- *Orient toward speaker*
- *Make eye contact*
- *Demonstrate concern/empathy toward others*

Career and Technology (modified) – Human Services Pathway**A2.0**

- *Understand the need for characteristics in human services workers such as flexibility, patience, tolerance, emotional control, humor, and persistence.*
- *Use empathy and compassion toward others*

A3.0

- *Understand how to engage people in conversation*

A5.0

- *Understand basic research methods and skills*

Transition

Education

April 4, 2011

- Explore the range of career options in the field of human services
- Learn effective communication skills

Training

- Participate in office work activities

Employment

- Explore the range of career options in field of office technician Independent Living Skills

Assessments will include:

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

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|---|-----------------|
| Shopping | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-23 | SHOPPING |
| Course Description | |
| The purpose of this course is to develop the skills necessary to purchase general and personal household items and clothing. Students determine appropriate shopping venues, identify items that need to be purchased, demonstrate procedures and behaviors appropriate to a shopping environment and make wise and prudent consumer decisions. | |
| 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. | |
| Mathematics | |
| Standard 1 – Count, recognize, represent, name, and order a number of objects (up to 30) | |
| Standard 4 – Compare two or more sets of objects and identify which set is equal to, more than, or less than the other | |
| Standard 6 – Identify and know the values of coins and show different combinations of coins that equal the same amount | |
| Standard 7 – Solve problems using combinations of coins and bills | |
| Standard 16 – Compare the length, weight, and volume, of two or more objects by using direct comparison or a nonstandard unit | |
| Standard 18 – Determine the approach, material, and strategies to be used | |
| English/Language Arts | |
| Standard 3 – Understand that printed materials provide information | |
| Standard 12 – Identify the structural features of popular media and use the features to obtain information | |
| Standard 15 – Print legibly and space letters, words, and sentences appropriately | |
| Standard 19 – Share information and ideas and speak audibly in complete, coherent sentences | |
| Standard 20 – Describe people, places, things, locations, and actions | |
| Standard 21 – Stay on topic when speaking | |
| Standard 22 – Ask questions for clarification and understanding | |
| History/Social Science | |
| 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 7 – Understand the concept of exchange and the use of money to purchase goods and services. | |
| Standard 15/16 – Put events in temporal order using a calendar, placing days, weeks and month in proper order/ place important events in their lives in | |

the order which they occurred.

Representative Objectives

Students will be able to:

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

English

Standard 3

- *Recognize all upper and lowercase letters of the alphabet*

Standard 12

- *Identify printed ads that contain information of interest and use printed ads to make decisions about purchasing goods and services*
- *Use computer search engine to locate desired goods and services*

Standard 15

- *Produce a shopping list of items needed*

Standard 19

- *Express the need for a new item(s)*
- *Communicate need to use restroom when in public*

Standard 20

- *Use expanded vocabulary and descriptive in oral and written responses to simple text*

Standard 21

- *Attend and respond to speaker*
- *Request assistance from store personnel when needed*

Standard 22

- *Ask and answer questions using phrases or simple sentences*

Mathematics

Standard 1/4 & 16

- *Match printed number to same*
- *locate and use numbers during functional activities*
- *Determine enough/not enough/too many to match a specified number*
- *Identify objects of different lengths, weights and volumes*

Standard 6/7

- *Follow correct checkout procedure at the store*
- *Pay for food/services/goods and wait for change*
- *Weigh food items to determine cost*

Standard 8

- *Find amount written in numbers*
- *Identify and read price tag on items*
- *Verbalize amount of money in dollars and cents*

Standard 18

- *Determine method of payment (cash, credit.)*
- *Use various sources of media and technology to determine where you will go*

to purchase items.

History/Social Science

Standard 1

- *Use socially appropriate behavior in stores*
- *Follow directions*

Standard 7

- *Shop for items with assistance*
- *With supervision, use a shopping list to buy small items*
- *Request receipts from purchases*
- *Compare prices at different stores in order to make purchase decision*
- *Find and use discount coupons*
- *Shop for bargains*

Standard 15/16

- *Follow a list*
- *Complete a task in the assigned order*
- *Identify days of the week.*
- *Demonstrate understanding of today, tomorrow and yesterday*

Transition

Education

- Learn how to identify items needed and purchase them at a store
- Learn procedures and behaviors appropriate in a shopping environment

Training

- Participate in shopping activities in the community

Employment

Explore the range of career/volunteer options in retail Independent Living Skills

Assessments will include:

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

| | |
|--|---------------------|
| Travel Training | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-04-05 | TRAVEL TRAIN |
| Course Description | |
| <p>This course develops the basic skills for safe and effective travel and mobility in the home, school, and community. It provides skills necessary for identifying and making travel plans and arrangements. Students explore such resources as brochures, books, maps, online resources, and transportation schedules. Emphasis is on developing an increased level of independent travel skills based on the individual needs and abilities of the student.</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 | |
| <p>Standard 5 – Count, read and write whole numbers to 100</p> <p>Standard 6 – Identify and know the value of coins and show different combinations of coins that equal the same value</p> <p>Standard 7 – Solve problems using combinations of coins and bills</p> <p>Standard 11 – Demonstrate an understanding of concepts of time and the tools that measure time</p> <p>Standard 12 – Identify the time of everyday events</p> | |
| English/Language Arts | |
| <p>Standard 3 – Understand that printed materials provide information</p> <p>Standard 6 – Match oral words to printed words</p> <p>Standard 7 – Recognize common abbreviations</p> <p>Standard 12 – Identify the structural features of popular media and use the features to obtain information</p> <p>Standard 13 – Locate information by using a variety of consumer, workplace and public documents</p> <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately</p> <p>Standard 17 – Understand and follow one- and two- step oral directions</p> <p>Standard 18 – Listen attentively</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 20 – Describe people, places, things, locations and action</p> | |
| History/Social Science | |
| <p>Standard 2 – Follow rules, such as sharing and taking turns, and know the consequences of breaking them</p> <p>Standard 3 – Discuss the importance of public virtue and the role of citizens, including</p> | |

- how to participate in a classroom, in the community and in civic life
- Standard 7 – Understand the concept of exchange and the use of money to purchase goods
- Standard 11– Determine the relative locations of objects using the terms near/far, right/left and behind/in front
- Standard 12/13 – Identify traffic symbols and map symbols/construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines

Health

- Standard 2 – Develop and use effective communication skills
- Standard 12 – Practice safe behavior in or near motorized vehicles
- Standard 13 – Recognize emergencies and respond appropriate
- Standard 16 – Recognize and avoid situations that can increase risk of abuse

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Use printed material to provide/obtain information about travel*
- *Recognize, read, and use public transportation timetables*
- *Follow a schedule of activities*

Standard 6

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

Standard 7

- *Identify street abbreviations on bus schedules and street signs*

Standard 12

- *Select an area or city to visit*
- *Gather information regarding the selected area to visit*
- *Identify points of interest from available resources*
- *Determine the travel distance*
- *Compare and determine appropriate modes of transportation*
- *Develop a travel itinerary*

Standard 13

- *Identify common signs and labels*
- *Make own public transport plan*

Standard 15

- *Use appropriate letter size in a document*
- *Complete application form for bus pass or other transportation forms*
- *Copy pertinent information*

Standard 17

- *Follow simple directions*
- *Follow verbal directions for positions in space and contents in space*

Standard 18

- *Attend to speaker for duration of activity*

Standard 19

- *Communicate wants/needs using gesture, action, voice output device, or vocalization*
- *Communicate information a complete sentence using gesture, action, voice output device, or vocalization*

Standard 20

- *Describe a person, place or thing using two or more descriptors*
- *Share descriptive information about locations and actions*

Mathematics*Standard 5*

- *Count read and write whole numbers to 100*
- *Recognize numerals within the school environment/community setting*

Standard 6

- *Use coin operated machines*
- *Identify value of coins and bills*

Standard 7

- *Compute approximate cost for travel, sightseeing, food, and miscellaneous expenses*
- *Compare costs of various transportation modes*
- *Budget money needed for the trip*
- *Carry and use money correctly*

Standard 11

- *Match activity to time of day*
- *Sequence daily activities*

Standard 12

- *Tell time*
- *Identify time on clock with routine activities*

History/Social Science*Standard 2*

- *Comply with rules in the classroom community and workplace*
- *Play/work with another person in close proximity`*

Standard 3

- *Follow community and social rules*
- *Follow/plan daily activities using lists/schedules*
- *Attempt to solve minor problems independently*

Standard 7

- *Exchange token for desired item*
- *Carry money securely*

Standard 12/13

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

Health*Standard 2*

- *Give and receive appropriate greetings and salutations*
- *Use appropriate voice and volume*
- *Use appropriate social conventions*
- *Use actions of others as social cues.*

Standard 12

- *Travel on sidewalk*
- *Cross at corner on sidewalk*
- *Cross on green; wait on red/push button for traffic light change*
- *Look both ways and listen for traffic*
- *Stay with group or adult*
- *Stop upon request*
- *Remain seated in moving vehicle*
- *Follow driver instruction*
- *Enter/leave vehicles safely*

Standard 13

- *Act appropriately in an emergency*
- *Identify safety signs*
- *Recognize dangerous situations or objects*
- *Report potentially dangerous situations to an adult*

Standard 16

- *Demonstrate awareness of strangers*
- *Inform adult of abuse or potential abuse*

Transition

Education

- Use available resources to plan a trip in the community
- Mobility training

Training

- Participate in mobility training activities in the community
- Participate in community safety training

Employment

- Explore work experience/volunteer opportunities in Independent Living Skills

Assessments will include:

- California Alternate Performance Assessment (CAPA)

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| <ul style="list-style-type: none">▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |
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April 4, 2011

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| Child Care Services | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-09 | CHILDCARE SVC |
| Course Description | |
| This course is designed to prepare students to develop skills in childcare and the development of infants, toddlers, and young children. Students develop safety, emergency procedures, and nutrition and health practices. Students may apply this knowledge in a variety of early childhood programs. | |
| 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> and standards from the <i>California Career Technical Education (CCTE)</i> model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace. | |
| English/Language Arts | |
| Standard 8/9 – Follow one-step written instructions/follow two-step written instructions | |
| Standard 17– Understand and follow one- and two-step oral directions | |
| Standard 18 – Listen attentively | |
| Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences | |
| Standard 22 – Ask questions for clarification and understanding. | |
| Health | |
| Standard 1 – Develop positive relationships with peers | |
| Standard 2 – Develop and use effective communication skills | |
| Standard 13 – Recognize emergencies and respond appropriately | |
| History/Social Science | |
| 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 | |
| Career and Technology - Child Development Pathway | |
| A6.0 – Understand and apply the principles of positive interactions, guidance, and discipline in the workplace | |
| A9.0 – Understand and apply practices of good nutrition, health, and safety for children | |
| A12.0 – Understand and support the learning process in an assisting role | |
| 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 8/9 | |

- *Follows one-step survival sign/picture/icon/directional cue stated in English*
- *Follow multiple step directions with support in primary language and English*
- *Use a clock or calendar to identify the date, month, and year*
- *Follow break and lunch schedules at school and work*
- *Use a calendar to plan weekly events*
- *Follow written or pictorial recipe*

Standard 17

- *Follow simple directions*
- *Follow a two-step direction/description given in English in sequential order*
- *Identify function of an object or action named in English by demonstrating how to use it, what it does, or what it means*

Standard 18

- *Attend to speaker*
- *Respond to voice by stopping activity or going to source of sound*
- *Identify function of an object or action named in English by demonstrating how to use it, what it does, or what it means*
- *Sequence pictures of a job task*

Health**Standard 2**

- *Initiate communication with another*
- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Use appropriate social conventions*

Standard 13

- *Follow adult direction during fire/emergency evacuation*
- *Student will report potentially dangerous situation to an adult*
- *Recognize dangerous situations or objects*
- *Carry personal identification*

History/Social Science**Standard 3**

- *Complete assigned tasks*
- *Gather needed material for task*
- *Follow/plan daily activities using lists and schedules*
- *Put away materials when finished*
- *Follow school/worksite rules*
- *Volunteer help with tasks*

Career and Technology – Child Development Pathway**A6.0**

- *Know how to help children develop a positive self-image, self-esteem and respect for oneself and others*
- *Know the elements of positive guidance and discipline techniques*
- *Understand the importance of building positive relationships*

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| <p><i>A9.0</i></p> <ul style="list-style-type: none"> ▪ <i>Know procedures to clean the facility</i> ▪ <i>Understand appropriate sanitation and hygiene techniques for children and staff</i> ▪ <i>Know the proper procedure when preparing and serving snacks and meals</i> <p><i>Other</i></p> <ul style="list-style-type: none"> ▪ <i>Identify career options in the field of child development</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in the field of child development <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in child care service activities <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in child care service Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |

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| Clerical Service | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-02-11 | CLERICAL SVC |
| Course Description | |
| <p>This competency-based course is an introduction to proper keyboarding techniques, mastery of alphabetic, numeric and symbol keys, and fundamental skill development of speed and accuracy. The course includes production of memoranda, letters in block style, simple tables centered horizontally and vertically, and short unbound reports. The course also emphasizes proper operation of a microcomputer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.</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> and standards from the <i>California Career Technical Education</i>(CCTE) model curriculum adopted by the California State Board of Education. Students enter into and move through the standards at an individual pace.</p> | |
| English/Language Arts | |
| <p>Standard 1 – Recognize and name all uppercase and lowercase letters of the alphabet</p> <p>Standard 15 – Print legibly and space letters, words, and sentences appropriately</p> <p>Standard 16 – Demonstrate basic keyboarding skills and familiarity with computer terminology</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| Mathematics | |
| <p>Standard 9 – Identify, sort, and classify objects by attribute, and identify objects that do not belong to a particular group</p> <p>Standard 16 – Compare the length, weight, volume of two or more objects by using direct comparison or a nonstandard unit</p> | |
| Health | |
| <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 3 – Identify and share feelings in an appropriate way</p> | |
| Career and Technology – Human Services Pathway | |
| <p>A2.0 – Understand the basic attitudes and skills needed to be a successful human service worker</p> <p>A3.0 – Develop the specific, effective communication skills essential for working in the human services field</p> <p>A5.0 – Know the basic principles of research, gathering data, entering the data, and interpreting the results</p> | |
| Representative Objectives | |

Students will be able to:

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

Mathematics

Standard 9

- *Match color, shapes, and sizes*
- *Sort papers*
- *Sort mail*

Standard 16

- *Weigh letters or packages with postal scale*

English

Standard 1

- *Alphabetize cards, forms*

Standard 15

- *Record information on message pad*

Standard 16

- *Indicate awareness of computer*
- *Utilize keyboard/device to access software*
- *Utilize keyboard/device for writing*

Standard 17

- *Follow simple directions*

Health

Standard 2

- *Participate in conversations*
- *Give and receive appropriate greetings and salutations*
- *Initiate communication with another*
- *Use appropriate social conventions*

Standard 3

- *Orient toward speaker*
- *Make eye contact*
- *Demonstrate concern/empathy toward others*

Career and Technology (modified) – Human Services Pathway

A3.0

- *Understand how to engage people in conversation*

A5.0

- *Understand basic research methods and skills*

Other

- *Identify career options in the field of human services*

Transition

Education

- *Explore the range of career options in the field of human services*
- *Learn effective communication skills*

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| Training |
| ▪ Participate in clerical service activities |
| Employment |
| ▪ Explore the range of career options in clerical service independent living skills |
| Assessments will include: |
| ▪ California Alternate Performance Assessment (CAPA) |
| ▪ Individual Student Portfolio |
| ▪ Individualized Education Program (IEP) |

| Grooming/Community Appropriateness | |
|---|-----------------------|
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-27 | GRM/COM APPROP |
| Course Description | |
| <p>This course provides students with the instruction needed to develop the grooming skills and social behaviors necessary to achieve appropriateness in the community. It highlights the development and expansion of fine and oral motor skills, as well as personal maintenance skills in order to support the student in developing greater independence. Health, safety, and cooperative behaviors are emphasized. Focus is placed on self-sufficiency in the 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> | |
| English/Language Arts | |
| <p>Standard 3 – Understand that printed materials provide information Standard 5 – Read simple one-syllable and high frequency words Standard 7 – Recognize common abbreviations Standard 17 – Understand and follow one- and two-step oral directions</p> | |
| Mathematics | |
| <p>Standard 7 – Solve problems using combinations of coins and bills</p> | |
| History/Social Science | |
| <p>Standard 1 – Discuss the importance public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life Standard 7 – Understand the concept of exchange and the use of money to purchase goods Standard 12 – Identify traffic symbols and map symbols Standard 14 – Describe how locations, weather and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation and recreation</p> | |
| Health | |
| <p>Standard 2 – Develop and use effective communication skills Standard 5 – Practice good personal hygiene Standard 6 – Develop basic food preparation skills Standard 10 – Make healthy food choices</p> | |
| Physical Education | |
| <p>P.E. Skill 16 – Begin to recognize changes in his or her body, such as changes in height and weight.</p> | |

Representative Objectives

Students will be able to:

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

English*Standard 3*

- *Identify environmental symbols/signs/cue*
- *Use printed materials to provide/obtain information*

Standard 5

- *Identify functional objects/signs/symbols*
- *Identify high frequency words/functional words*

Standard 7

- *Identify street abbreviations on bus schedules/maps/street signs*
- *Buy food from vending machine*
- *Walk or take public transportation to community location such as a park to eat*
- *Walk or take public transportation to restaurant in the community*
- *Eat at a restaurant in the community*

Standard 17

- *Follow simple directions*
- *Follow public safety rules*

Mathematics*Standard 7*

- *Exchange coins/money for a desired item*
- *Pay for foods/services/goods and wait for change*

History/Social Science*Standard 1*

- *Use socially appropriate language*
- *Maintain appropriate social distance when speaking to another*

Standard 7

- *Hand money to cashier for purchase*
- *Use a vending machine*

Standard 12

- *Comply with traffic signs/symbols in the community*

Standard 14

- *Dress in clothing appropriate to weather*

Health*Standard 2*

- *Give and receive appropriate greetings and salutations*
- *Communicate wants and needs*
- *State desired food from menu verbally or by other mode of communication*
- *Use appropriate voice volume while in public places*

- *Use appropriate social conventions*

Standard 5

- *Control saliva while eating*
- *Blow and wipe nose with tissue*
- *Brush teeth*
- *Comb or brush hair*
- *Put on deodorant or antiperspirant*
- *Check appearance after grooming*
- *Toilet with assistance*
- *Toilet self*
- *Flush toilet*
- *Wash and dry hands*

Standard 6

- *Use utensils for intended purposes*
- *Clean utensils, containers, and surfaces after eating*
- *Clean up spills*
- *Throw away trash after eating*

Standard 10

- *Develop food selection skills*
- *Use appropriate table manners*
- *Develop oral motor skills for feeding/drinking purposes*
- *Develop fine motor skills for feeding/drinking purposes*
- *Develop appropriate drinking skills for functional purposes*
- *Drink from cup or glass without spilling*
- *Accept liquid from a cup held by an adult*
- *Retain liquid in mouth*
- *Swallow liquids*
- *Use a container for drinking*
- *Drink from a cup*
- *Drink from a straw*
- *Use a drinking fountain*
- *Cooperate when fed*
- *Remove food from spoon when fed*
- *Chew and swallow*
- *Bite off pieces of food*
- *Discriminate edible objects*
- *Feed self with fingers*
- *Feed self with utensils*
- *Put condiments on food appropriately*

Physical Education

- *Identify body sensory signals*
- *Identify appropriate clothing for age, height, weight, activity and weather.*
- *Respect others in group activities regardless of ethnicity, gender, body type, and*

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| <i>skill level.</i> |
| Transition |
| Education <ul style="list-style-type: none">▪ Learn socially appropriate eating/table manners▪ Learn appropriate grooming habits Training <ul style="list-style-type: none">▪ Participate in community activities such as eating at a restaurant▪ Participate in personal hygiene/grooming activities Employment <ul style="list-style-type: none">▪ Explore the range of career options in food services Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none">▪ California Alternate Performance Assessment (CAPA)▪ Individual Student Portfolio▪ Individualized Education Program (IEP) |

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| Health/Self Care | |
| Semester course, grades 9-12. May be repeated for credit. | |
| 49-01-29 | HEA/SELF CARE |
| Course Description | |
| <p>This course will assist students in developing 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 implemented while living at home and in the community. Students develop the skills to promote independence in everyday living.</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 | |
| <p>Standard 8/9 – Follow one-step written instructions/follow two-step written instructions.</p> <p>Standard 13 – Locate information by using a variety of consumer, workplace and public documents.</p> <p>Standard 17 – Understand and follow one- and two-step oral directions</p> <p>Standard 19 – Share information and ideas, speaking audibly in complete, coherent sentences</p> <p>Standard 22 – Ask questions for clarification and understanding.</p> | |
| Math | |
| <p>Standard 1 – Count, recognize, name, and order a number of objects</p> <p>Standard 11 – Demonstrate an understanding of concepts of time and the tools that measure time.</p> <p>Standard 13 – Tell time to the nearest half hour and relate time to events</p> <p>Standard 7 – Understand the concept of exchange and the use of money to purchase goods and services</p> | |
| Health | |
| <p>Standard 1– Develop positive relationships with peers</p> <p>Standard 2 – Develop and use effective communication skills</p> <p>Standard 4 – Identify appropriate ways to show affection</p> <p>Standard 5 – Practice good personal hygiene</p> <p>Standard 7 – Cooperate with parents and health care providers in the treatment or management of disease</p> <p>Standard 8 – Identify information helpful and harmful to health</p> <p>Standard 9 – Participate regularly in active play and enjoyable physical activities</p> <p>Standard 10 – Make healthy food choices</p> <p>Standard 13 – Recognize emergencies and respond appropriately</p> <p>Standard 15 – Distinguish between helpful and harmful substances</p> | |

Representative Objectives

Students will be able to:

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

English*Standard 8/9*

- *Follows one-step survival sign/picture/icon/directional cue stated in English*
- *Follow multiple step directions with support in primary language and English*

Standard 13

- *Use a clock or calendar to identify the date, month, and year*
- *Follow break and lunch schedules at school and work*
- *Use a calendar to plan weekly events.*

Standard 17

- *Follow simple directions*
- *Orient in direction of speaker*
- *Transition to scheduled activity when requested in English and presented with a picture icon.*
- *Follow a two-step direction/description given in English in sequential order.*
- *Identify function of an object or action named in English by demonstrating how to use it, what it does, or what it means.*

Standard 19

- *Communicate wants/needs 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 gesture, action, voice output device, or vocalization*
- *Communicate information using a complete sentence using gesture, action, voice output device, or vocalization*

Standard 22

- *Request an item or assistance when needed by verbally stating the name of the item in English*
- *Answer questions in simple conversational exchanges*

Health*Standard 1*

- *Act according to social rules in work and play activities*
- *Initiate questions or discussions pertaining to one's own needs*
- *Use conflict resolution skills*

Standard 2

- *Communicate wants and needs using pictures, signs, communication device, or expressive language*
- *Discuss personal strengths*
- *Discuss own feelings and the feelings of others openly*
- *Use actions of others as a social cue*

- *Use appropriate social conventions*
- *Participate in conversations*
- *Identify own disability and examine one's own abilities and challenges*
- *Discuss behavior patterns that tend to enhance self-esteem and promote emotional stability*

Standard 4

- *Respect personal distance/boundaries*
- *Touch others in an appropriate manner*
- *Identify and demonstrate precautionary behaviors which discourage intrusions or assaults while in the community*
- *Develop awareness of sexually transmitted diseases and preventative measures to reduce risks of contraction and/or infection*

Standard 5

- *Demonstrate knowledge of proper personal hygiene and cleanliness*
- *Cover mouth when coughing*
- *Wash and dry hands*
- *Wash and dry face*
- *Brush teeth*
- *Brush and comb hair*
- *Put on deodorant or antiperspirant*
- *Toilet independently*

Standard 7

- *Indicate health problem/concern*
- *Take medications as prescribed*
- *Comply with dietary restrictions/enhancements*
- *Complete necessary health maintenance checks*
- *Cooperate with and/or complete necessary health care procedures/regimens*
- *Identify and discuss the importance of immunizations and maintain a personal record of immunizations*
- *Demonstrate knowledge of basic first aid to common emergency situations (e.g., bleeding, stopped breathing, choking, etc.)*

Standard 8

- *Identify poison symbol*
- *Identify causes and symptoms of poisoning*
- *Indicate need for medical assistance*

Standard 9

- *Participate in regularly scheduled exercise program*
- *Develop an on-going plan of exercise that will help maintain optimal health and reduce stress*

Standard 10

- *Plan a simple healthy meal/snack*
- *Identify elements of a well balanced diet*
- *Define own nutritional needs and develop a dietary plan to meet them*

Standard 15

- *Refrain from ingesting unknown substances*

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| <ul style="list-style-type: none"> ▪ <i>Recognize common harmful substances</i> ▪ <i>Identify the major substance abuses and the physical and/or psychological effects on an individual</i> ▪ <i>Verbalize dangers of harmful household substances and appliances</i> ▪ <i>Ask for assistance when unsure if a substance is dangerous</i> ▪ <i>Act responsibly in relation to alcoholic beverages and smoking</i> |
| Transition |
| <p>Education</p> <ul style="list-style-type: none"> ▪ Learn appropriate hygiene ▪ Learn to plan a healthy lifestyle by exercising and eating a healthy diet <p>Training</p> <ul style="list-style-type: none"> ▪ Participate in basic first aid training <p>Employment</p> <ul style="list-style-type: none"> ▪ Explore the range of career options in Independent Living Skills |
| Assessments will include: |
| <ul style="list-style-type: none"> ▪ California Alternate Performance Assessment (CAPA) ▪ Individual Student Portfolio ▪ Individualized Education Program (IEP) |