

## **Functional and Community-based Courses for Students with Unique Learning Needs**

Whenever possible, students with unique learning needs should be included in regular course offerings with supplementary aids and services. The intent of the Functional and Community-based curriculum is twofold: 1) provide standard credit and instruction for completion of applicable functional course work using the foundation of the local school community partnership; and 2) promote collaboration of general and special educators working together in meeting the individual needs of the students.

When the regular curriculum offerings are inappropriate, individualized programming may be designed through an individual education planning process. Specific course offerings should address the unique learning needs of each individual student.

This curriculum is most appropriate for those students with intellectual disability, significant learning and emotional disabilities and for students who are assessed with the North Dakota Alternate Assessment.

The Functional and Community-based Topics Courses in the NCLB core subjects of English/language arts, Math, or Social Studies must be taught by a teacher highly qualified in that particular subject. Required license and/or endorsement are provided after each course topic section. Examples of content appropriate for an individualized curriculum are offered below.

### **Applied Topics in English/Language I 19820 - Alternately Assessed 19910**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Content:** An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

## **Applied Topics in English/Language II 19821 – Alternately Assessed 19911**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** 1 credit in Applied Topics in English/Language I

**Content:** Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

## **Applied Topics in English/Language III 19822 – Alternately Assessed 19912**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** 1 credit in Applied Topics in English/Language II

**Content:** The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

## **Applied Topics in English/Language IV 19845 - Alternately Assessed 19913**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** 1 credit in Applied Topics in English/Language III

**Content:** The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

### **Applied Topics in English/Language V 19846 - Alternately Assessed 19914**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** 1 credit in Applied Topics in English/Language IV

**Content:** Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

### **Highly qualified requirements to teach and issue grades in Applied Topics in English levels I, II, III, IV & V:**

- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Intellectual Disability providing direct instruction to middle or high school ID students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Learning Disabilities providing direct instruction to middle or high school LD students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Emotionally disturbed providing direct instruction to middle or high school ED students alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education strategist endorsement in Intellectual Disability, Learning Disabled and Emotionally Disturbed (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.
- Elementary licensed with a double major in elementary education and hearing impaired or visually impaired OR elementary licensed (1-8 or 1-6) teacher with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school HI or VI students that are alternately assessed.
- Restricted special education teacher who has successfully completed the restricted elementary portfolio, and holds a special education endorsement in ID, hearing impaired, or visually impaired providing direct instruction to middle or high school students in area of special education endorsement that are alternately assessed.
- Middle level licensed (5-8) in English with a special education endorsement in ID (K-12) providing direct instruction to ID middle level students in specific area of licensure.

- Middle level licensed (5-8) in English with a special education endorsement in ID (K-12) providing direct instruction to middle or high school ID students that are alternately assessed.
- Middle level licensed (5-8) in English with a special education endorsement in learning disabilities(K-12) providing direct instruction to LD middle level students in specific area of licensure.
- Middle level licensed (5-8) in English with a special education endorsement in learning disabilities (K-12) providing direct instruction to high school LD students that are alternately assessed.
- Middle level licensed (5-8) in English with a special education endorsement in emotional disturbance (K-12) providing direct instruction to ED middle level students in specific area of licensure.
- Middle level licensed (5-8) in English with a special education endorsement in emotional disturbance (K-12) providing direct instruction to high school ED students that are alternately assessed.
- Middle level licensed (5-8) teacher with a special education strategist endorsement in ID, LD, and ED (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in ID (K-12) providing direct instruction to ID secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in ID (K-12) providing direct instruction in specific area of licensure to middle or high school ID students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in LD (K-12) providing direct instruction to LD secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in LD (K-12) providing direct instruction in specific area of licensure to middle or high school LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in emotionally disturbed (k-12) providing direct instruction to ED secondary level students in the specific area of licensure.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in emotionally disturbed (k-12) providing direct instruction in specific area of licensure to middle or high school ED students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in ID, LD and ED (K-12) providing direct instruction in specific area of licensure to middle or high school ID, ED, or LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to HI or VI secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in English/language arts with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction in specific area of licensure to middle or high school HI or VI students that are alternately assessed.

**Applied Topics in Math I 19832 - Alternately Assessed - 19920****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math II 19833 - Alternately Assessed -19921****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Math I

**Content:** Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math III 19834 - Alternately Assessed 19922****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Math II

**Content:** Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math IV 19831 - Alternately Assessed 19923****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Math III

**Content:** Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

## **Applied Topics in Math V 19835 - Alternately Assessed 19924**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Math IV

**Content:** Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

### **Highly qualified requirements to teach and issue grades in Applied Topics in Math levels I, II, III, IV & V:**

- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Intellectual Disability providing direct instruction to middle or high school ID students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Learning Disabilities providing direct instruction to middle or high school LD students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Emotionally disturbed providing direct instruction to middle or high school ED students alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education strategist endorsement in Intellectual Disability, Learning Disabled and Emotionally Disturbed (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.
- Elementary licensed with a double major in elementary education and hearing impaired or visually impaired OR elementary licensed (1-8 or 1-6) teacher with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school HI or VI students that are alternately assessed.
- Restricted special education teacher who has successfully completed the restricted elementary portfolio, and holds a special education endorsement in ID, hearing impaired, or visually impaired providing direct instruction to middle or high school students in area of special education endorsement that are alternately assessed.
- Middle level licensed (5-8) in Math with a special education endorsement in ID (K-12) providing direct instruction to ID middle level students in specific area of licensure.
- Middle level licensed (5-8) in Math with a special education endorsement in ID (K-12) providing direct instruction to middle or high school ID students that are alternately assessed.
- Middle level licensed (5-8) in Math with a special education endorsement in learning disabilities(K-12) providing direct instruction to LD middle level students in specific area of licensure.

- Middle level licensed (5-8) in Math with a special education endorsement in learning disabilities (K-12) providing direct instruction to high school LD students that are alternately assessed.
- Middle level licensed (5-8) in Math with a special education endorsement in emotional disturbance (K-12) providing direct instruction to ED middle level students in specific area of licensure.
- Middle level licensed (5-8) in Math with a special education endorsement in emotional disturbance (K-12) providing direct instruction to high school ED students that are alternately assessed.
- Middle level licensed (5-8) teacher with a special education strategist endorsement in ID, LD, and ED (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.
- Middle level licensed (5-8) in Math with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle level students in specific area of licensure.
- Middle level licensed (5-8) in Math with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle or high school level students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in ID (K-12) providing direct instruction to ID secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in ID (K-12) providing direct instruction in specific area of licensure to middle or high school ID students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in LD (K-12) providing direct instruction to LD secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in LD (K-12) providing direct instruction in specific area of licensure to middle or high school LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in emotionally disturbed (k-12) providing direct instruction to ED secondary level students in the specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in emotionally disturbed (k-12) providing direct instruction in specific area of licensure to middle or high school ED students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in ID, LD and ED (K-12) providing direct instruction in specific area of licensure to middle or high school ID, ED, or LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to HI or VI secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Math with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction in specific area of licensure to middle or high school HI or VI students that are alternately assessed.

### **Applied Topics in Social Studies I 19840 - Alternately Assessed 19940**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.

To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.

### **Applied Topics in Social Studies II 19841 - Alternately Assessed 19941**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Social Studies I

**Content:** Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.

To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.

### **Applied Topics in Social Studies III 19842 - Alternately Assessed 19942**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Social Studies II

**Content:** Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.

To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.

### **Applied Topics in Social Studies IV 19839 - Alternately Assessed 19943**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Social Studies III

**Content:** Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.

To demonstrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.

### **Applied Topics in Social Studies V 19843 - Alternately Assessed 19944**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Social Studies IV

**Content:** Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.

To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate understanding of the rights and properties of others; recognize authority and follow instructions; *making informed decisions*; and independently exhibit appropriate behavior in public places.

### **Highly qualified requirements to teach and issue grades in Applied Topics in Social Studies levels I, II, III, IV & V:**

- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Intellectual Disability providing direct instruction to middle or high school ID students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Learning Disabilities providing direct instruction to middle or high school LD students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Emotionally disturbed providing direct instruction to middle or high school ED students alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education strategist endorsement in Intellectual Disability, Learning Disabled and Emotionally Disturbed (K-12) providing

direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.

- Elementary licensed with a double major in elementary education and hearing impaired or visually impaired OR elementary licensed (1-8 or 1-6) teacher with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school HI or VI students that are alternately assessed.
- Restricted special education teacher who has successfully completed the restricted elementary portfolio, and holds a special education endorsement in ID, hearing impaired, or visually impaired providing direct instruction to middle or high school students in area of special education endorsement that are alternately assessed.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in ID (K-12) providing direct instruction to ID middle level students in specific area of licensure.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in ID (K-12) providing direct instruction to middle or high school ID students that are alternately assessed.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in learning disabilities(K-12) providing direct instruction to LD middle level students in specific area of licensure.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in learning disabilities ((K-12) providing direct instruction to high school LD students that are alternately assessed.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in emotional disturbance (K-12) providing direct instruction to ED middle level students in specific area of licensure.
- Middle level licensed (5-8) in Social studies with a special education endorsement in emotional disturbance (K-12) providing direct instruction to high school ED students that are alternately assessed.
- Middle level licensed (5-8) teacher with a special education strategist endorsement in ID, LD, and ED (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle level students in specific area of licensure.
- Middle level licensed (5-8) in Social Studies with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle or high school level students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Social studies with a special education endorsement in ID (K-12) providing direct instruction to ID secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Social studies with a special education endorsement in ID (K-12) providing direct instruction in specific area of licensure to middle or high school ID students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Social studies with a special education endorsement in LD (K-12) providing direct instruction to LD secondary level students in specific area of licensure.

- Secondary licensed (7-12 or 9-12) in Social Studies with a special education endorsement in LD (K-12) providing direct instruction in specific area of licensure to middle or high school LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Social Studies with a special education endorsement in emotionally disturbed (k-12) providing direct instruction to ED secondary level students in the specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Social Studies with a special education endorsement in emotionally disturbed (k-12) providing direct instruction in specific area of licensure to middle or high school ED students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Social Studies with a special education endorsement in ID, LD and ED (K-12) providing direct instruction in specific area of licensure to middle or high school ID, ED, or LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Social Studies with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to HI or VI secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Social studies with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction in specific area of licensure to middle or high school HI or VI students that are alternately assessed.

### **Applied Topics in Science I 19849 - Alternately Assessed - 19930**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Content:** An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.

### **Applied Topics in Science II 19850 - Alternately Assessed - 19931**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** Applied Topics in Science I

**Content:** Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.

To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.

**Applied Topics in Science III 19851 - Alternately Assessed - 19932**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** Applied Topics in Science II

**Content:** The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

**Applied Topics in Science IV 19852 - Alternately Assessed - 19933**

**Level:** 9-12+

**Credit:** ¼, ½, or 1

**Prerequisite:** Applied Topics in Science III

**Content:** The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

**Applied Topics in Science V – 19853 - Alternately Assessed - 19934**

**Level:** 9-12+

**Credit:** ¼, ½, or 1

**Prerequisite:** Applied Topics in Science IV

**Content:** Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light in real world situations. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

## **Highly qualified requirements to teach and issue grades in Applied Topics in Science levels I, II, III, IV.**

- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Intellectual Disability providing direct instruction to middle or high school ID students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Learning Disabilities providing direct instruction to middle or high school LD students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Emotional Disturbance providing direct instruction to middle or high school ED students that are alternately assessed.
- Elementary licensed (1-8 or 1-6) teacher with a special education strategist endorsement in Intellectual Disability, Learning Disabled and Emotional Disturbance (K-12) providing direct instruction to middle or high school ID, ED, LD students that are alternately assessed.
- Elementary licensed with a double major in Elementary Education and Hearing Impaired or Visually Impaired OR elementary licensed (1-8 or 1-6) teacher with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to middle or high school HI or VI students that are alternately assessed.
- Restricted special education teacher who has successfully completed the restricted elementary portfolio, and holds a special education endorsement in ID, Hearing Impaired, or Visually Impaired providing direct instruction to middle or high school students in area of special education endorsement that are alternately assessed.
- Middle level licensed (5-8) in Science with a special education endorsement in Intellectual Disability (K-12) providing direct instruction to ID middle level students in specific area of licensure.
- Middle level licensed (5-8) in Science with a special education endorsement in Intellectual Disability (K-12) providing direct instruction to middle or high school ID students that are alternately assessed.
- Middle level licensed (5-8) in Science with a special education endorsement in Learning Disabilities (K-12) providing direct instruction to LD middle level students in specific area of licensure.
- Middle level licensed (5-8) in Science with a special education endorsement in Learning Disabilities (K-12) providing direct instruction to high school LD students that are alternately assessed.
- Middle level licensed (5-8) in Science with a special education endorsement in Emotional Disturbance (K-12) providing direct instruction to ED middle level students in specific area of licensure.
- Middle level licensed (5-8) in Science with a special education endorsement in Emotional Disturbance (K-12) providing direct instruction to high school ED students that are alternately assessed.
- Middle level licensed (5-8) teacher with a special education strategist endorsement in ID, LD, and ED (K-12) providing direct instruction to middle or high school ID, ED, or LD students that are alternately assessed.

- Middle level licensed (5-8) in Science with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle level students in specific area of licensure.
- Middle level licensed (5-8) in Science with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI middle or high school level students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Intellectual Disability (K-12) providing direct instruction to ID secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Intellectual Disability (K-12) providing direct instruction in specific area of licensure to middle or high school ID students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Learning Disabilities (K-12) providing direct instruction to LD secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Learning Disabilities (K-12) providing direct instruction in specific area of licensure to middle or high school LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Emotional Disturbance (K-12) providing direct instruction to ED secondary level students in the specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Emotional Disturbance (K-12) providing direct instruction in specific area of licensure to middle or high school ED students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in ID, LD and ID (K-12) providing direct instruction in specific area of licensure to middle or high school ID, ED, or LD students that are alternately assessed.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction to HI or VI secondary level students in specific area of licensure.
- Secondary licensed (7-12 or 9-12) in Science with a special education endorsement in Hearing Impaired or Visually Impaired (K-12) providing direct instruction in specific area of licensure to middle or high school HI or VI students that are alternately assessed.

The following elective courses: **Functional and Community-based Topics in Occupational Education, Applied Topics in Accessing the Community, Applied Topics in Health, and Applied Topics in Daily Living, and Applied topics in Recreation/Leisure** should be selected upon assessing the individual needs of the student. These courses may be selected as elective courses for credit. Levels IV and V may be more appropriate for students ages 18-21 who have completed the required course credits for grades 9-12 and are continuing on to enhance functional transition skills.

### **Applied Topics in Occupational Education I 19812**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment; knowledge and exploration of occupational choices; and identifying specific occupational skills.

### **Applied Topics in Occupational Education II 19813**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit in AT Occupational Ed. I

**Content:** Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.

### **Applied Topics in Occupational Education III 19814**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit in AT Occupational Ed. II

**Content:** Application of (semi) independence of, appropriate work habits and behaviors; seek/maintain employment; knowledge of occupational choices; and sustain specific occupational skills.

### **Applied Topics in Occupational Education IV 19811**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit in AT Occupational Ed. III

**Content:** Expanded student studies and/or increased independence in the demonstration and application of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.

### **Applied Topics in Occupational Education V 19815**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit in AT Occupational Ed. IV

**Content:** Application and/or maintenance of (semi) independence appropriate work habits and behaviors; maintain employment; knowledge of occupational choices; and sustain specific occupational skills.

### **Applied Topics in Accessing the Community I 19816**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Content:** An introductory course designed to teach awareness or semi-independence in accessing community environments. Students will receive instruction in identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with

limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.

### **Applied Topics in Accessing the Community II 19817**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** ½ credit in AT Accessing the Community I

**Content:** Expanded student studies/practice designed to increase semi-independence or independence in accessing community environments. Students will receive instruction in and demonstrate knowledge of identified areas such as: : traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.

### **Applied Topics in Accessing the Community III 19818**

**Level:** 9-12

**Credit:** ¼, ½, or 1

**Prerequisite:** ½ credit in AT Accessing the Community II

**Content:** Demonstration or maintenance of (semi) independence in accessing community environments. Students will demonstrate proficiency in identified areas such as: : traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.

### **Applied Topics in Health I 19824**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach life skills in the health domain impacting daily living skills (caring for personal needs). Students will receive instruction in dressing appropriately; practicing personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.

To develop competencies in personal-social skills (achieving self-awareness) students will become aware of physical and psychological needs; identify interests, abilities and emotions; and develop knowledge of physical self.

### **Applied Topics in Health II 19825**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Health I

**Content:** Expanded student studies and/or increased independence in the demonstration of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.

To demonstrate competencies in personal-social skills (achieving self-awareness) students will learn to identify physical and psychological needs; identify interests, abilities and emotions; and demonstrate knowledge of physical self.

**Applied Topics in Health III 19826**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Health II

**Content:** Application of (semi) independence of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses.

To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.

**Applied Topics in Health IV 19823**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Health III

**Content:** Expanded student studies and/or increased independence in demonstration and application of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses.

To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge and independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.

**Applied Topics in Health V 19827**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Prerequisite:** 1/2 credit of AT Health IV

**Content:** Application and maintenance of (semi) independence in daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses.

To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will maintain independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.

**Applied Topics in Daily Living I 19828****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach life skills impacting daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.

**Applied Topics in Daily Living II 19829****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Daily Living I

**Content:** Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills.

Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.

**Applied Topics in Daily Living III 19830****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Daily Living II

**Content:** Application of community-based competencies in daily living and personal-social skills. Students will apply knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; apply self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.

**Applied Topics in Daily Living IV 19847****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Daily Living III

**Content:** Expanded student studies and/or increased independence in the demonstration and application of community-based competencies in daily living and personal-social skills.

Students will demonstrate knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.

**Applied Topics in Daily Living V 19848****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Daily Living IV

**Content:** Application and maintenance of (semi) independence of community-based competencies in daily living and personal-social skills. Students will demonstrate, to their level of independence, knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate/practice self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.

**Applied Topics in Recreation/Leisure I 19836****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1

**Content:** An introductory course designed to teach daily living skills (utilizing recreational facilities and engaging in leisure). Students will receive instruction in the value of recreation; available community resources for lifelong leisure and recreation activities; choose appropriate individual and group leisure activities. To introduce competencies in personal-social skills (maintaining good interpersonal skills) students will receive instruction to demonstrate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish close relationships and friendships.

**Applied Topics in Recreation/Leisure II 19837****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Recreation/Leisure I

**Content:** Expanded student studies and/or increased independence of community participation in daily living skills (utilizing recreational facilities and engaging in leisure). Students will demonstrate the value of recreation; available community resources for lifelong leisure and recreation activities; choose and plan appropriate individual and group leisure activities, plan vacation time.

To develop competencies in personal-social skills (maintaining good interpersonal skills) students will exhibit appropriate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.

**Applied Topics in Recreation/Leisure III 19838****Level:** 9 - 12**Credit:** 1/4, 1/2 or 1**Prerequisite:** 1/2 credit of AT Recreation/Leisure II

**Content:** Illustration and/or maintenance of (semi) independence of community daily living skills (utilizing recreational facilities and engaging in leisure). Students will independently describe value of recreation; available community resources for lifelong leisure and recreation activities; choose, plan and initiate appropriate individual and group leisure activities, plan vacation time.

To demonstrate independent proficiencies in personal-social skills (maintaining good interpersonal skills), students will demonstrate listening and responding skills; display appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.

**Special Education teachers qualified to teach the above non-core subjects as course electives selected based on the skill needs of the student are:**

- Elementary licensed teacher (1-8 or 1-6) with a special education endorsement in ID providing direct instruction to middle or high school ID students or students with Autism.
- Elementary licensed teacher (1-8 or 1-6) with a special education endorsement in learning disabled (K-12) providing direct instruction to middle or high school LD students or students with Autism.
- Elementary licensed (1-8 or 1-6) teacher with a special education endorsement in emotionally disturbed (K-12) providing direct instruction to middle or high school ED students or students with Autism.
- Elementary licensed (1-8 or 1-6) teacher with a special education strategist endorsement in Intellectual Disability, learning disabled, and emotionally disturbed (K-12) providing direct instruction to middle or high school ID, LD, ED, or students with Autism.
- Restricted special education teacher in Intellectual Disability, hearing impaired, or visually impaired (no special education endorsement) providing direct instruction to middle or high school ID, HI, VI, or students with Autism.
- Restricted special education teacher who has successfully completed the restricted elementary portfolio, and holds a special education endorsement in Intellectual Disability, hearing impaired, or visually impaired providing direct instruction to middle or high school level students in the area of the special education endorsement or students with Autism.
- Middle level licensed (5-8) teacher with a special education endorsement in Intellectual Disability (K-12) providing direct instruction to middle level or high school level students with ID or Autism.
- Middle level licensed (5-8) teacher with a special education endorsement in learning disabilities (K-12), providing direct instruction to middle or high school students with LD or Autism.
- Middle level licensed (5-8) teacher with a special education endorsement in emotional disturbance (K-12), providing direct instruction to middle or high school students with ED or Autism.
- Middle level licensed (5-8) teacher with a special education strategist endorsement in Intellectual Disability, learning disabilities, and emotionally disturbance (K-12) providing direct instruction to middle or high school students with ID, ED, LD or Autism.
- Secondary licensed (7-12) with a special education endorsement in Intellectual Disability (K-12) providing direct instruction to middle or high school students with ID or Autism.
- Secondary licensed (7-12) with a special education endorsement in learning disabilities (K-12) providing direct instruction to middle or high school students with LD or Autism.
- Secondary licensed (7-12) with a special education endorsement in emotional disturbance (K-12) providing direct instruction to middle or high school students with ED or Autism.

- Secondary licensed (7-12) with a special education strategist endorsement in Intellectual Disability, learning disabled, and emotional disturbance (K-12) providing direct instruction to middle or high school students with ID, LD, ED, or Autism.
- Elementary licensed with a double major in elementary education and hearing impaired or visually impaired or elementary licensed (1-8 or 1-6) teacher with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school HI or VI students.
- Middle level licensed with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school HI or VI students.
- Secondary level licensed (7-12 or 9-12) with a special education endorsement in hearing impaired or visually impaired (K-12) providing direct instruction to middle or high school level HI or VI students.
- **Special Education Exceptional Children License (PK-12)**

### **Alternative Language Systems 19844**

**Level:** 9 - 12

**Credit:** 1/4, 1/2 or 1

**Content:** Skills course for those students who are learning to use alternative language systems (e.g., sign language or augmentative communication systems). When students require specific training in the use of sign language to develop functional communication, consideration must be given to both receptive and expressive language. If the student has motor concerns that might limit expressive signing, the emphasis of instruction should focus on understanding signs. A functional sign language curriculum should target vocabulary and grammatical structures relevant to the unique need of the student, e.g., family names, favorite activities, basic needs, emotions, how to ask questions, emergency and health terms, the student's natural environment, etc. Other students may require augmentative communication systems utilizing assistive technology. As with students using functional sign language, functional communication for these students should also focus on the unique needs of individuals. Students and their families are typically best able to identify the communication needs they have and therefore should be instrumental in prioritizing the language goals and objectives.

### **Highly qualified requirements to teach and issue grades in the Alternative Language Systems Courses.**

- Licensed Instructor with degree in Deaf Education
- Licensed Instructor with Master's Degree in Speech Language Pathology
- Licensed Instructor with Master's Degree in Speech Pathology & Audiology
- Licensed Instructor with Master's Degree in Communication Disorders
- Licensed Instructor with endorsement in Hearing Impaired, or Speech Pathologist I, or Speech Pathologist II, or Speech Pathologist III.

### **Visual Impaired Expanded Core Curriculum Skills I 19246**

**Level:** 9-12

**Credit:** 1/4, 1/2, 1 or 2 credits

**Content:** Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed to introduce techniques and give concentrated instruction to initiate independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, \*Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.

Competencies in expanded core curriculum areas will be introduced to students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.

### **Visual Impaired Expanded Core Curriculum Skills II 19244**

**Level:** 9-12

**Credit:** 1/4, 1/2, 1 or 2 credits

**Content:** Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the students ability to explore techniques and give concentrated instruction to promote independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, \*Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.

Competencies in expanded core curriculum areas will be explored with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.

### **Visual Impaired Expanded Core Curriculum Skills III 19247**

**Level:** 9-12

**Credit:** 1/4, 1/2, 1 or 2 credits

**Content:** Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to assist students in analyzing techniques and to further independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills

through recorded materials); Braille Music, \*Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.

Competencies in expanded core curriculum areas will be practiced and applied with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.

### **Visual Impaired Expanded Core Curriculum Skills IV 19248**

**Level:** 9-12

**Credit:** 1/4, 1/2, 1 or 2 credits

**Content:** Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to implement previously learned techniques and consistently demonstrate independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, \*Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.

Competencies in expanded core curriculum areas will be maintained and/or extended with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self determination.

### **Visual Impaired Expanded Core Curriculum Skills V 19249**

**Level:** 9-12

**Credit:** 1/4, 1/2, 1 or 2 credits

**Content:** Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to maintain and enhance previously learned techniques and demonstrate independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, \*Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.

Competencies in expanded core curriculum areas will be maintained with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self determination.

**Highly qualified requirements to teach and issue grades in the Expanded Core Curriculum:**

- Elementary licensed teacher with a special education endorsement in Vision may provide direct instruction
- Secondary licensed teacher with a special education endorsement in Vision may provide direct instruction
- Special Education K-12 license with a endorsement in Vision may provide direct instruction
- For \*Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.

**Secondary Transition Programming for Students 18-21 - 19710**

Course Code 19710 is individualized transition skill programming for students (18-21) who have completed and earned four years of credit for the grades 9-12. This course is functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals. The training may occur in any combination of the following sites: in the classroom, in the community, and on the job.

**Special Education teachers qualified to provide the Secondary Transition Programming for students 18-21.**

Licensed teachers with **Endorsements and/or license** in any of the Special education areas of:

- Intellectual Disability
- Learning Disabilities
- Emotional Disturbance
- Strategist
- Master's Degree in Special Education
- **Exceptional Children**

This community based programming may be provided by other school personnel (e.g., paraprofessional) who are under the direct supervision of the Special Education Teacher.