

**“The Opportunity To Be Equal...
And The Right To Be Different”**

State Standards And The Expanded Core Curriculum Aligned

A resource guide for parents, teachers and administrators who want to address the unique curricular needs of the visually impaired learner, in compliance with the Arizona State Standards.

(Revised October of 2003)

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What Areas Need to Be Developed For a Visually Impaired Learner to Succeed?

For a visually impaired student, the three areas that impact the learning experience most significantly are 1) the core curriculum, primarily is academic skills, 2) compensatory skills, as an alternative way to access the core curriculum, and the 3) expanded core curriculum, a curriculum that is designed to meet the unique needs of persons who are visually impaired (Hatlen, 1996). These areas will be addressed in greater detail in this chapter.

Core Curriculum

The core curriculum are the skills which all students, sighted or blind, are expected to learn by the time they reach high school graduation (National Association of State Directors of Special Education, 1999). The existing core curriculum consists of Language Arts, Mathematics, Health, Science, Fine Arts, Social Studies, Economics, Business Education, Vocational Education, and History. The core curriculum is the state standards.

Every state in the United States has established state standards with which schools and districts are mandated to comply. This will ensure that all students will have acquired, or at least have equal opportunity to acquire, these skills when they are ready to graduate. Students who are visually impaired are held to the same state mandates as their sighted peers in regards to the development of skills in the core curriculum. However, in order to have an equal opportunity to acquire those skills necessary for graduation, adaptations must be made to the curriculum so that visually impaired students can access the same reading, writing, arithmetic, and other curricula activities that their sighted peers are receiving.

Compensatory Skills

Compensatory skills are the alternative way to access the core curriculum (National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Hatlen & Stryker, 1996). Because of the methods and techniques used by specialized teachers of the visually impaired, there is virtually no curriculum or learning experience that sighted students receive, which cannot be adapted for a visually impaired learner (Pugh & Erin, 1999).

However, just because the core curriculum is required for all students and equal access is mandated, does not mean it is equitable for all students. By making something equitable, a “level playing field” must be established for all parties (Holmes, 1980). In order to obtain a level playing field, the instruction and content being presented and assessed must be common to all students (Stainback & Stainback, 1996). For blind and visually impaired children, even modified concepts addressed in the core curriculum can not fully be visualized or perceived. In order for these students to obtain equitable educational experiences, instruction cannot be limited to the core curriculum (National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Hatlen & Stryker, 1996).

Because compensatory skills only address modifications in the general curriculum, experiences that are unique to persons who are visually impaired and specific to their disability may not be addressed. For visually impaired students to have equitable experiences, there must be specific instruction that expands beyond the core curriculum and its access through compensatory skills.

Expanded Core Curriculum

The National Advisory Council of the National Agenda has adopted the following statements as their own Core Curriculum for Blind and Visually Impaired Children and Youths, Including Those with Additional Disabilities:

- Blind and visually impaired students are entitled to receive the same education as they would get if they were sighted.
- Vision loss results in limited opportunities for children and youths to acquire information and knowledge casually and incidentally from their environment.
- Inability or limited ability to learn visually in an incidental manner means that blind and visually impaired learners will need to acquire these educational experience through instruction.
- Blind and visually impaired students, therefore, have two sets of essential educational experiences: (1) regular curriculum offered to all students and (2) learning experiences required because of vision loss.
- Both sets of educational experiences are vital if the student is to be successfully prepared for adult life.

- Therefore, the Core Curriculum for blind and visually impaired students consists of both the regular curriculum and an expanded curriculum designed to compensate for lack of visual learning experiences (National Agenda for the Education of Children and Youths with Visual Impairments (Hatlen & Stryker, 1996).

The expanded core curriculum is a curriculum designed to go beyond the core components- math reading and writing, and address the essential areas and experiences that are unique only to visually impaired persons (Pugh & Erin, 1999). These areas are unique and should be taught in addition to the core curriculum because they are specific to the disability of blindness. The eight areas in the expanded core curriculum are learned incidentally and through modeling for sighted persons, but for those with visual loss there is little or no opportunity to learn these skills. Through sequential systematic instruction by a knowledgeable person, visually impaired persons have the opportunity to acquire these skills that are necessary to be successful. The expanded core curriculum is initially designed to construct community concept development for blind individuals (National Agenda for the Education of Children and Youth with visual Impairments, Including Those with Multiple Disabilities, Hatlen & Stryker, 1996). The eight areas that are identified within the expanded core curriculum include Compensatory Academic skills, Social Development, Recreation and Leisure, Orientation and Mobility, Independent Living skills, Technology, Career Development, and Visual Efficiency skills (Hatlen, 1996). This curriculum is a longitudinal process that requires instruction by a person who is knowledgeable about these exceptionalities.

Compensatory Academic Skills

A differentiation between compensatory academic and functional skills must be established since these are terms that are commonly confused. Hatlen (1996) identifies compensatory academic skills as those skills that blind and visually impaired students need to access all areas of the core curriculum and the development of organizational skills, concept development and a communication mode such as Braille or large print. Mastery of compensatory skills usually means that the visually impaired student has access to learning in a manner equal to that of sighted peers. Functional skills refer to those skills that students with multiple disabilities, non-academic learners, need in order to develop the skills that are necessary for play, work, socialization, and hygiene.

Social Interaction Skills

Socialization begins at infancy with a baby and its caregiver through eye gazes, gestures and smiles. But for parents of infants who are visually impaired, there is no or little reciprocation of such visual cues (Adelson, 1983; Als, 1982; Frailberg, 1977; Friedman, 1986), increasing the risk of attachment issues for the child with both parent and eventually peers. Further research indicates that visual impairments affect social development, including self-esteem, social competence, and the maintenance of friends (MacCuspie, 1990, 1996; Warren, 1984, 1994), especially those friendships with sighted peers (Warren, 1994). Because blind and low vision individuals cannot learn social interaction skills in a casual and incidental fashion, they require learning experiences that derive through sequential teaching (Sacks, 1992). Areas within social development that require systematic instruction include physical skills-such as eye contact, gestures, body language, and inappropriate movement; and assertiveness training-appropriate tone of voice, assertive behavior rather than passive or aggressive, ability to make positive statements, and self advocacy skills (Sacks, 1993).

One study found that students with low vision were involved in fewer social activities than their sighted peers (Wolffe & Sacks, 1997). The study also indicated that, overall, most of the visually impaired students were spending their time after school home alone and either watching television or listening to the radio, rather than going to movies, hanging out at the mall with friends, and going to friends' houses like their sighted peers were doing. Adolescents who have the inability or restricted opportunity to socialize with peers may continue that pattern and disrupt the path to a successful transition into adult life.

Recreation and Leisure Skills

Students who are visually impaired have often been limited from recreational activities. One study compared the lifestyles of blind, low vision, and sighted youths, revealing that most visually impaired students were engaging in few or no recreational activities (Wolffe & Sacks, 1997). Further research indicates a correlation between children's athletic and academic abilities and their social standing among peers (Kekelis, 1992). Recreational activities promote not only physical fitness (Martinez & Grayson, 1978), but also self-esteem,

socialization, and independence.

Adaptations can be made to most recreational activities to enable a visually impaired person to participate. These adaptations may include modifying the environment, such as installing a railing around the inside of a track so a visually impaired person can run independently, or orienting the visually impaired person to the recreation setting. Beliveau and Rutberg (1978) define five effective methods to orienting the visually impaired person to the recreational space: 1. Describe simply the general dimensions, 2. From the doorway, identify boundaries using compass directions, 3. From the doorway, walk around the entire perimeter of the room, 4. Using the door as a reference point, walk to each major object with returning to your point of reference in between, and 5. Find a second reference point and repeat the first four tasks. Recreational activities for visually impaired students should be encouraged and be based on their abilities, not their limitations.

Technology (Assistive)

Technology has enabled blind persons to access information that was otherwise unobtainable. With the onslaught of e-mail, telecommunications, CD-ROM, and the Internet, the availability of assistive technology has grown exponentially. Devices such as Braille displays, Braille printers, Braille note takers, and speech synthesizers facilitate blind users to benefit themselves, to manipulate information otherwise only available to sighted persons (D'Andrea & Barnicle, 1997).

Technology enhances communication and learning, and expands the world of blind and visually impaired persons in many ways. Instruction in this area should be a continuous process in education that is consistent with the advancements in the technological world. Wolffe (1999) suggest that students' fields of interest should be linked with their instructional goals when developing technology skills. Critical points to be considered by the teacher should include what type of technology the students use, and if that technology will be used in the workplace. If not, when will the students be using technology that is comparable to the workplace? It should also be determined where students can have access to such training. Technology is now allowing for more job opportunities for visually impaired persons in more diverse fields than ever before (Wolffe, 1999).

Orientation and Mobility

Blind and sighted children do not have the same spatial and sensory understanding of their environments. This is partly due to the fact that a sighted child's conceptions of his environment are based on his observations, and a blind child's conceptions of his environment are based on his ability to explore it (Baird & Goldie, 1979). If a visually impaired child is not able to explore his environment systematically, his perceptions about the world are limited and misconceived. Through orientation and mobility instruction (orientation meaning where a person is in the immediate environment, and mobility meaning the ability to physically move and be safe (Hudson, 1997)), visually impaired persons have a systematic way not only to explore their environment, but also to learn to the greatest extent possible from the environment through which they are passing (Hatlen, 1996).

Instruction in Orientation and Mobility is ultimately to enable visually impaired persons to move purposefully in any environment, familiar or unfamiliar, and to function safely, efficiently, gracefully, and independently (Hill, 1986). Instruction in this area is valuable to the individual because it goes beyond the capabilities of getting from point A to point B. Instruction also has many intrinsic values including psychological, physical, social, economic, and daily living skills (Hill, 1986). All of these areas are enhanced and facilitated through the independence that derives from appropriate orientation and mobility instruction.

Independent Living Skills

An activity encountered on a daily basis is often learned incidentally through observation, for example making a sandwich. But for students with visual impairments, these activities of daily living require systematic instruction to assist in independence, concept and skill development. Instruction in daily living skills should begin in preschool with focus on toileting, dressing, and mealtime (Barraga & Erin, 1992), and carry over to elementary school where focus should be directed at managing self-care and personal possessions. By high school, instruction in this area should emphasize the individual's responsibility to grooming, self-care, and organizational skills in regards to personal possessions (Barraga & Erin, 1992).

Daily living skills need to be instructed in a way that will promote “best practice” so the student will be able to generalize the skills into different and realistic settings. For this reason, instruction should not always occur in the classroom during school hours, but during optimal learning times when learning can derive from everyday experiences (Koenig & Holbrook, 2000). These optimal times may include before school hours when a student is trying to coordinate his clothes for the day and pack a lunch or after school when dinner needs to be prepared and chores are being done. These are experiences that would be more meaningful when instruction to the student is facilitated in a realistic environment, not necessarily in a classroom.

Career Education

The transition from student to employee for all students, visually impaired and non-disabled, involves the development of many areas including awareness of internal and external abilities, interests, values, increased self-confidence and self control, decision making regarding careers, planning, problem solving, job variations and access into those fields (Healy, 1982, cited in McBroom & Tedder, 1993). DeMario, Rex, and Morreau (1990), found that students with visual impairments are not mastering the skills necessary for successful employment after graduating from school. Further research indicates that only 25% of persons who are visually impaired and between 21 to 64 years are employed (McNeil, 1993). Career education is a vital area to the expanded core curriculum because much of what we perceive the work world to be is based on prior visual experiences (Hatlen, 1996). Non-disabled persons learn these visual experiences incidentally, but for the blind and low vision learner general instruction assumes the basic skills. DeMario, Rex, and Morreau’s (1990) study further discusses and identifies dependability, positive work attitudes, personal-social skills, good communication skills, and a wide range of independent living skills as general skills that are necessary for employment and those areas in which visually impaired persons are not acquiring by graduation.

Wolffe (1996) identifies the essential elements in designing a career education program for students with visual impairments; career awareness, preparation, placement, maintenance, and mentoring. Many career education programs have been developed using Wolffe’s design (McInerney Leonard, Allura, & Simpson, 1997) to intervene and improve the quality of career education that is being taught, or not being taught, to blind and low vision students before it is too late. In turn, this provides learning experiences and eventually an increase in employment for people with visual impairments.

Visual Efficiency Skills

Two people with the same clinical acuity measures or functioning may use their vision differently. One individual may use their vision more efficiently and successfully to complete task or retrieve information from their immediate environment (Corn & Koenig, 1996), then the other individual does. Through adequate instruction, individuals with functional vision can learn how to use their vision more efficiently, feel comfortable using it in unfamiliar environments, and adapt the environment to make it more accessible for themselves (Corn & Koenig, 1996).

Because students who are visually impaired do not acquire visual skills in efficiency incidentally, direct instruction is essential from a knowledgeable individual. Factors affecting visual efficiency in students include personal attributes-onset of visual impairment and self concept, visual attributes-type of visual impairment and severity, expectations of the visually impaired persons social network, role models, instruction in efficiency skills, additional disabilities, and cognitive and sensory factors (Corn, DePriest & Erin, 2000). An optical device, non-optical devices and other instructional strategies, as determined through assessments, are considerations when developing visual efficiency skills in students with low vision. By teaching students to depend on their vision rather than using tactile or auditory modes as their primary function they can be more independent, have more information readily available and have a better understanding of their environment.

Access to the core curriculum is essential, but it is not enough for the visually impaired. The expanded core curriculum goes beyond the core curriculum, which is math, reading and writing; and compensatory skills, which is the way those materials are accessed. The expanded core curriculum exposes blind and visually impaired students to concepts and experiences that would otherwise only be acquired through incidental learning and modeling (Sacks, 1992, p. 157).

Where Do We Go From Here?

There are no standards in the individual states for the expanded core curriculum to ensure that these skills will be acquired by graduation for blind and low vision students. However, by placing goals and benchmarks from the eight areas of the expanded core curriculum onto the Individualized Education Plans (I.E.P.) of students who are visually impaired; teachers, administrators and districts are responsible and accountable for both providing appropriate instruction in these eight areas, and complying with state and federal law under the Individuals with Disabilities Education Act (I.D.E.A.). The eight areas within the expanded core curriculum are essential for successful transitions for blind and low vision persons and should both be held in the same regard as the state standards.

How Can This Document Make It Happen?

Because the purpose of Individualized Education Plan's (I.E.P.'s) is to provide persons with disabilities access to the general curriculum, there are more requirements from districts and the state to reference goals on I.E.P.'s back to the state standards. As a former teacher for the visually impaired in Arizona, a current principal at the Governor Morehead School for the Blind in Raleigh, NC, and coordinator of many I.E.P.'s, I felt limited by the state standards as they do not address the specialized needs of a student with a visual impairment.

After analyzing the 1247 state standards (Functional through Proficiency), I found 439 standards of which were parallel to the unique needs of students with visual impairments. I created this document as a resource guide for parents, teachers and administrators who want to address areas of the Expanded Core Curriculum (E.C.C.) on the IEP, and to comply with the state standards. The appropriate standards and their reference numbers were categorized into E.C.C. areas, based on their intent and relevance. Because many areas in the E.C.C. overlap, a column titled "Other Area" was included to reflect other E.C.C. areas that the standard could function as and address. Below is a reference key that identifies the content standards and their codes addressed by the state.

Reference Key

Code	Content Standards
AD	Dance
AM	Music
AT	Theatre
AV	Visual Arts
CH	Comprehensive Health
FL	Foreign Language
LS	Listening and Speaking
M	Math
PA	Physical Activity
R	Reading
SC	Science
SS	Social Studies
T	Technology
VP	Viewing and Presenting
W	Writing
WP	Workplace Skills

Compensatory Academic Skills

Concept Development, Communication Modes (Braille, print, other), Time Management, Development of Organizational Skills

Functional (3-21 years)

Goal	Reference	Other Area
Write the twenty-six letters of the alphabet	W-FS2	
Use effective basic language structure and form	LS-FS4	
Relate a narrative, creative story or other communication by drawing, telling or writing	W-FS4	
Create concrete displays of data; understand and use elementary tables, graphs and charts to make decisions	2M-FS2	O & M
Write simple words and numbers	W-FS3	
Demonstrate knowledge of the relationship between concrete experiences or objects with progressively abstract symbols	R-FS2	
Compare and sort objects by their physical attributes	2M-FS1	Independent Living

Readiness (Kindergarten)

Goal	Reference	Other Area
Sort and classify objects according to observable attributes	6M-R1	Visual Efficiency
Recognize that a single object has different attributes that can be measured in different ways	5M-R1	O & M
Construct concrete displays of data; read and interpret elementary tables, graphs and charts	2M-R3	O & M
Identify various subject matter, ideas and symbols used in own work and work of others to convey meaning	1AV-R3	
Identify, compare, classify, draw and make models of shapes	4M-R1	
Identify verbal and non-verbal communication	5CH-R1	Social Interaction
Compare and sort objects by their physical attributes	2M-R1	Independent Living

Allocate the time, space and materials needed to accomplish classroom activities 8WP-R2

Collect, organize and describe simple data 2M-R2

Foundations (grades 1-3)

Goal	Reference	Other Area
Use techniques to facilitate computation	1M-F7	
Comprehend simple recorded material	1FL-F3	Technology
Communicate with others using telecommunications with support	4T-F1	Technology
Gather, organize and report information	W-F4	O & M
Construct and interpret maps and other geographical tools	3SS-F1	O & M
Plan class time to accomplish schoolwork goals	8WP-F2	

Essentials (grades 4-8)

Goal	Reference	Other Area
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Proficiency (grades 9-2)

Goal	Reference	Other Area
Develop and sustain a portfolio of created work demonstrating the progression of knowledge and skills	1AM-P10	
Draft and interpret an organizational chart	6WP-P1	
Develop and sustain a portfolio of created work demonstrating the progression of knowledge and skills	1AT-P6	
Set and prioritize goals, estimate the time required to complete each and prepare and follow the timeline	8WP-P1	
Organize time management skills associated with regular physical activity participation	7PA-P3	Rec. & Leisure
Develop an inventory record-keeping system to maintain data and information in a systematic fashion	3WP-P6	
Sustain a portfolio of created work demonstrating the progression of knowledge	1AV-P4	
Maintain complete and accurate records	1WP-P5	
Develop and sustain a portfolio of created works demonstrating the progression of	1AD-P7	

knowledge and skills

Orientation & Mobility

Spatial Awareness, Body Image, Safety, Independent Travel

Functional (3-21 years)

Goal	Reference	Other Area
Follow simple directions	LS-FS2	
Retell stories/directions in sequence using gestures, words or pictures	R-FS4	
Decode simple words	R-FS5	
Develop an understanding of number meanings and relationships	1M-FS1	Independent Living
Use number skills to solve a variety of real world problems	2M-FS3	Independent Living
Demonstrate and understanding of directionality	R-FS1	Compensatory
Use Strategies to ensure personal safety	3CH-FS1	Independent Living
Comprehend the meaning of simple survival words/phrases pictures	R-FS3	Compensatory, Visual Efficiency

Readiness (Kindergarten)

Goal	Reference	Other Area
Identify and demonstrate knowledge of moving as an individual and as part of a group	1AD-R5	
Imitate and mirror basic body movements and shapes	1AD-R3	Rec. and Leisure
Develop an understanding of number meanings and relationships	1M-R1	Independent Living
Follow simple directions	LS-R2	Social Interaction
Identify how the weather affects daily activities	6SC-R3	Independent Living
Demonstrate use of time and space elements by following movement changes in tempo, directions, and levels	1AD-R4	
Try new movement activities and skills	7PA-R2	Rec. and Leisure
Identify and demonstrate the range and types of movement abilities of one's own body	1AD-R6	
Identify fundamental movement patterns	1PA-R3	Rec. and Leisure
Demonstrate mature form in walking and running	1PA-R2	Rec. and Leisure
Demonstrate understanding of the concept of	3SS-R1	Compensatory

location		
Follow simple directions	1WP-R1	Social Interaction
Recognize and respond to visual messages such as logos, symbols and trademarks	VP-R1	Visual Efficiency
Identify basic anatomy	1CH-R3	
Identify a beginning movement vocabulary	1PA-R4	Compensatory, Rec. and Leisure

Foundations (grades 1-3)

Goal	Reference	Other Area
Demonstrate appropriate kinesthetic response and ability to concentrate while performing movement skills	1AD-F1	
Recognize that numbers are used for different purposes	6M-F1	Independent Living
Recognize and apply concepts that impact the quality of complex movement	1PA-F7	Rec. and Leisure
Observe and describe the action and movement of elements in a movement sequence	2AD-F1	Social Interaction
Give and follow multi-step directions	2FL-F2	
Invent multiple solutions to movement problems	1AD-F5	
Demonstrate movement qualities	1AD-F4	Compensatory
Demonstrate that light, heat, motion, magnetism and sound can cause change	5SC-F2	Visual Efficiency
Create a movement phrase with a beginning, middle and end	1AD-F2	
Recognize and explore multiple solutions to a given movement problem	3AD-F3	
Follow directions and evaluate their clarity	R-F7	
Acquire beginning skills of specialized movement forms	1PA-F3	Rec. and Leisure
Combine movement skills in applied settings	1PA-F4	Rec. and Leisure
Utilize safety principles in activities	5PA-F2	Rec. and Leisure, Social Interaction
Demonstrate the ability to copy, lead, follow and mirror	1AD-F7	

Essentials (grades 4-8)

Goal	Reference	Other Area
Identify the characteristics of highly skilled performance in a few movement forms	1PA-E4	Rec. & Leisure
Demonstrate understanding of the characteristics, purposes, and use of geographic tools to locate and analyze information about people, places, and things	3SS-E4	Social Interaction, Rec. & Leisure,
Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning	4T-E1	Social Interaction, Technology
Demonstrate and explain alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery	1AD-E2	
Estimate, use and describe measures of distance, perimeter, area, volume, capacity, weight, mass and angles	5M-E3	Independent Living, Visual Efficiency
Demonstrate competence in a variety of movement forms	1PA-E1	Rec. & Leisure, Social Interaction
Identify the critical elements of more advanced movement skills	1PA-E3	Rec. & Leisure

Proficiency (grades 9-12)

Goal	Reference	Other Area
Identify safety principles associated with physical fitness development	2PA-P7	Rec. & Leisure
Demonstrate a synthesis of skeletal alignment, articulation of body parts, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/ axial movements	1AD-P1	Rec. & Leisure
Create and perform combinations in a variety of dynamic ranges and movement qualities	1AD-P3	Rec. & Leisure
Expand kinesthetic memory to include extended movement sequences	1AD-P4	
Demonstrate the ability to adapt new information to changing situations and requirements	3WP-P4	Independent Living, Social Interaction
Use specialized knowledge to develop	1PA-P2	Rec. & Leisure

movement competence/proficiency

Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)

1PA-P1

Rec. & Leisure

Explain how to survive in adverse environmental situations

3CH-P6

Independent Living, Social Interaction

Identify and apply critical elements to enable the development of movement competence/proficiency

1PA-P3

Social Interaction Skills

Physical Skills, Assertiveness Training, Social Concepts

Functional (3-21 years)

Goal	Reference	Other Area
Communicates a personal experience in a logical sequence using gestures, pictures, drawings or spoken words	LS-FS3	
Share ideas, information, opinion (preferences/interests) and questions	LS-FS5	
Participate in group discussions, activities or peer/adult interactions	LS-FS7	
Associate meaningful real life experiences with symbolic language	LS-FS1	Visual Efficiency, O & M
Advocate for self	7CH-FS1	O & M
Access health and emergency resources	2CH-FS1	Independent Living, O & M
Follow rules of home, school, work and community	5CH-FS1	Career Education
Access community resources	8WP-FS1	O&M, Career Education

Readiness (Kindergarten)

Goal	Reference	Other Area
Communicate about basic technology components using developmentally appropriate and accurate terminology	1T-R1	Technology
Demonstrate the ability to locate home and school health helpers	2CH-R2	O& M, Independent Living
Apply, with teacher reinforcement, classroom rules and procedures and safe practices	5PA-R1	Independent Living
Identify behaviors that are safe and those that are harmful	3CH-R2	O & M
Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering	VP-R3	
Understand and respect opinions in discussions of classroom dramatizations	3AT-R4	
State simple hypotheses about cause-and effect relationships in the environment	1SC-R4	
Differentiate between negative and positive	5CH-R8	

behaviors used in conflict situations		
Relate a personal experience or other information in proper sequence	1WP-R2	
Participate in group discussions	LS-R5	
Describe the way families produce, consume and exchange goods and services in their communities	4SS-R1	Career Education
Work cooperatively and collaboratively when using technology in the classroom	2T-R1	
Identify and describe various moods achieved while playing classroom instruments	2AM-R2	
Ask questions about the natural world.	1SC-R2	O & M
Show respect for personal work and the work of others	1AM-R7	Career Education
Identify stressful situations, feelings and physical responses	3CH-R4	O & M
Identify the decision-making process	6CH-R1	
Describe how a good citizen conducts oneself	2SS-R1	O & M
Place familiar events in order of occurrence	1SS-R2	
Describe appropriate concepts to performance	1PA-R5	
Sustain a pretend scene using appropriate language or movement with the teacher role-playing or giving cues	1AT-R3	
Show respect for personal work and the work of others	1AV-R6	Career Education
Demonstrate non-violent strategies to resolve conflict	5CH-R9	
Identify changing aspects of the school and community and describe the effects they have on personal decisions	3WP-R2	
Share ideas, information, opinions and questions	LS-R3	
Respond verbally to creative works of others	3AD-R1	
Tell or retell a personal experience or creative story in a logical sequence	LS-R1	
Interpret gestures, intonation and other visual or auditory cues	1FL-R5	Visual Efficiency
Greet people, make small talk and close conversations	2FL-R1	
Give and follow simple instructions and ask and answer questions	2FL-R2	
Express likes and dislikes	2FL-R3	
Recite short and simple materials with	3FL-R1	

appropriate expression		
Read and recite short poems with appropriate expression	3FL-R4	
Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases	4FL-R1	
Participate in age-appropriate cultural activities such as games and celebrations	4FL-R2	Rec. & Leisure
Describe characteristics of responsible individuals, friends and family	5CH-R2	
Share in the planning of classroom activities, specifying the goals and alternatives, and choosing the best course of action	3WP-R1	Compensatory Skills
Identify a need, want and feeling	5CH-R3	
Interact positively with other students and work cooperatively as a team member on class projects	4WP-R1	
Demonstrate politeness and adaptability in their relations with other people	4WP-R2	
Identify behaviors in conflict situations	5CH-R7	
Identify refusal skills that enhance health	5CH-R6	
Describe appropriate behavior for different settings	5WP-R3	
Set short-term goals	8WP-R1	
Identify characteristics of attentive listening skills that build/maintain healthy relationships	5CH-R5	
Identify how to communicate care, consideration and respect of self and others	5CH-R4	Compensatory
Speak in complete sentences	1WP-R3	Compensatory
Show respect for personal work and the work of others	1AD-R7	
Identify basic emotions that affect physical health	1CH-R2	
Show respect for personal work and the work of others	1AT-R5	
Participate in a school or community celebration	7FL-R1	

Foundations (grades 1-3)

Goal	Reference	Other Area
Communicate about internal technology operations using developmentally appropriate and accurate terminology	1T-F1	Technology
Practice creative thinking skills to identify Solutions to workplace issues	3WP-F4	O & M, Social Interaction

Distinguish between relevant and irrelevant information	6M-F3	
Demonstrate respect for other students while using technology	2T-F1	2T-F1
Demonstrate the ability to locate health resources from home, school and community	2CH-F2	Independent Living, O & M
Predict and measure the likelihood of events	2M-F3	
Respond to oral presentations with questions, opinions and summarizing	1WP-F2	
Apply critical listening skills	1WP-F3	O & M
Locate and describe the roles of resources from the school and community	2CH-F5	Career Education
Share ideas, opinions and information with a group	1WS-F5	
Address a specific problem	3WP-F1	
Define a variety of creative thinking skills	3WP-F3	
Identify the need for data and obtain it from sources	3WP-F5	
Identify indicators of good mental, emotional, social and physical health during childhood	1CH-F2	
Describe possible solutions to problems	3WP-F6	O & M
Understand the relationship of goal setting and allocation of resources	8WP-F1	Compensatory
Demonstrate ability to make decisions which contribute to a productive school ethic	5WP-F2	
Recognize and participate in leadership roles	4WP-F4	
Demonstrate teamwork skills	4WP-F3	
Identify and compare responsible and risky health behaviors	3CH-F1	
Acquire goods or information through interaction	2FL-F5	
Identify the difference between decisions and accomplishment	4WS-F2	
Understand and demonstrate dependability, trustworthiness, productivity and initiative	4WP-F1	
Identify methods of change	3WP-F2	
Infer a character's motivations and emotions and predict future action or the resolution to a conflict	3AT-F2	
Follow activity-specific rules, procedures and etiquette	5PA-F1	Rec. and Leisure
Work cooperatively and productively with a partner or small group	5PA-F3	

Work independently and on-task for short periods of time	5PA-F4	
Interact with peers while participating in group activities	5PA-F5	Rec. and Leisure
Use critical elements of movement skills to provide feedback to others	1PA-F6	O & M, Rec. & Leisure
Sing/play expressively	1AM-F4	
Express information about health issues	7CH-F2	Career Education, Independent Living
Explain personal preferences for specific musical works and styles	3AM-F2	
Demonstrate responsible use of tools and materials	1AV-F8	Compensatory, O & M
Compare appropriate gestures in the target language and culture to their own	6FL-F4	
Understand refusal skills to enhance mental, emotional and physical health	5CH-F6	
Apply skills to manage stress	3CH-F4	
Demonstrate healthy ways to express needs, wants and feelings	5CH-F4	Compensatory
Express feelings	2FL-F1	
Give and follow directions to carry out a specific task and ask directions for clarity	2FL-F2	O & M
Exchange information about personal events and memorable experiences	2FL-F3	
State opinion about objects, people and events present in their lives	2FL-F4	
Present basic information about self or others in front of a group	3FL-F3	
Describe ways to communicate care, consideration and respect of self and others	5CH-F3	Compensatory
Distinguish between verbal and non-verbal communication	5CH-F1	Compensatory
Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving conflict	5CH-F7	

Essentials (grades 4-8)

Goal	Reference	Other Area
Analyze the difference between individual and group decisions and accomplishments	4WP-E2	
Identify potential consequences when confronted with a behavior choice	5PA-E2	
Identify the factors impacting the level of effectiveness of systems	6WP-E1	
Obtain and utilize accurate health resources from home, school and community	2CH-E1	Independent Living
Demonstrate strategies to manage stress	3CH-E5	
Demonstrate strategies to manage conflict	5CH-E3	
Explain how decisions regarding health behaviors have consequences	6CH-E2	Independent Living
Describe how personal health goals are influenced by information, abilities, priorities and responsibilities	6CH-E3	Rec. & Leisure
Present information about health issues	7CH-E2	
Interpret and respond to questions and evaluate responses both as interviewer and interviewee	LS-E3	
Reflect on the action taken to determine what has been gained, lost or achieved	3WP-E5	
Identify barriers to effective communication of information about health issues	7CH-E3	
Demonstrate the ability to support others in making positive health choices	7CH-E4	
Assume leadership roles in team settings	4WP-E4	
Explain the influence of peer pressure in physical activity settings	5PA-E1	Rec. & Leisure
Distinguish between responsible and risky/harmful behaviors	3CH-E3	O & M
Cooperate with a group to achieve group goals in competitive as well as cooperative settings	5PA-E3	Rec. & Leisure
Choose the most appropriate media, techniques and processes to enhance communication of ideas and experiences	1AV-E1	Technology
Demonstrate the difference between literal gesture and abstract movement	1AD-E1	Visual Efficiency

Express and react to a variety of feelings	2FL-E1	
Develop and propose solutions to issues and problems cooperatively with other students	2FL-E2	
Support opinions with factual information	2FL-E3	
Use idiomatic expressions in oral and written communication	2FL-E4	Compensatory
Retell a story	3FL-E5	
Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior	4FL-E4	
Recognize when to switch between formal and informal language	4FL-E7	
Understand how idiomatic expressions impact communication and reflect culture	6FL-E1	
Demonstrate an awareness that there is more than one way to express ideas across languages	6FL-E2	
Describe the relationship between a healthy lifestyle and feeling good	2PA--E1	Rec. & Leisure, Independent Living
Implement a proposed solution or design and evaluate its merit	3SC-E4	
Demonstrate ways to communicate care, consideration and respect of self and others	5CH-E1	
Exert a high level of effort and perseverance toward goal attainment, as a team member	4WP-E3	
Describe how people respond to positive and negative incentives	4SS-E6	
Deliver a speech clearly, with expression and in an organized fashion,	1WP-E1	Career Education, Compensatory
Explain the obligations and responsibilities of citizenship	2SS-E7	
Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse	2T-E2	
Identify and describe a citizens' fundamental constitutional rights	2SS-E5	
Describe communication practices used with sensory-impaired individuals	1WP-E2	Career Education
Devise and implement a plan of action by specifying goals and constraints	3WP-E2	
Generate alternatives, consider risks, evaluate and choose solutions	3WP-E3	
Monitor progress and make adjustments to meet stated objectives	3WP-E4	

Identify a specific need and propose a solution or product that addresses this need	3SC-E3	
Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns	4WP-E1	
Use patterns and functions to represent and solve problems both formally and informally	3M-E5	Visual Efficiency, O&M, Independent

Proficiency (grades 9-12)

Goal	Reference	Other Area
Respond to verbal and nonverbal communication in ways that demonstrate understanding	1WP-P2	Compensatory
Conduct a personal health assessment to determine strategies for health enhancement, risk reduction and stress management	3CH-P2	Independent Living
Resolve conflict in appropriate ways	5PA-P3	
Act independently of peer pressure	5PA-P2	
Apply safe practices, rules, procedures and etiquette in all physical activity settings	5PA-P1	O & M, Rec. & Leisure
Apply discipline-specific information to individual performance	1PA-P5	Independent Living, O&M, Career
Utilize strategies to overcome barriers when communicating information about health issues	7CH-P3	
Describe health issues that require collaborative decision making	6CH-P2	
Analyze the interactions between human activities and the natural world in different regions	3SS-P4	Rec. & Leisure
Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole	2T-P2	
Demonstrate legal and ethical behaviors regarding the use of technology and information	2T-P3	Assistive Technology, Career Education
Invite others with differences to join in personally enjoyable physical activity	6PA-P2	Rec. & Leisure
Select ways to communicate care, consideration and respect of self and others to enhance health	5CH-P1	
Identify and comprehend cultural nuances, including humor, in written and spoken	1FL-P4	
Participate in conversation, discussion and/or group presentations using verbal and nonverbal communication with appropriate style and tone	1WP-P4	

for the audience and occasion

Identify and allocate available resources	3WP-P2	
Combine ideas or information in new ways that reveal new possibilities to solve problems	3WP-P5	
Demonstrate ability to work with others from diverse backgrounds	4WP-P1	Career Education
Understand group dynamics	4WP-P2	
Provide constructive feedback	4WP-P4	
Assume leadership roles in team settings to accomplish tasks	4WP-P6	
Demonstrate punctuality, trustworthiness, civility and initiative on school projects	4WP-P7	Compensatory, Independent Living
Negotiate solutions to identified conflicts by separating people from the problem	4WP-P8	
Explain the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)	3CH-P3	
Identify strategies for balancing self, family, work, leisure and citizenship; ways to reduce the impact of stress; and how both relate to personal and career satisfaction	8WP-P4	Independent Living, Rec. & Leisure,
Demonstrate how to access appropriate organizations useful in reducing threatening situations	2CH-P4	Independent Living, O&M
Identify the causes of conflict among youth and adults in school and community; demonstrate refusal, negotiation, and collaboration skills to manage the conflict	5CH-P2	
Present a humorous story, anecdote or joke	3FL-P3	
Express and support opinions on a variety of topics, concepts and ideas	2FL-P1	
Compare and contrast ideas, people, places and things	2FL-P3	O&M
Use idiomatic expressions in appropriate contexts	6FL-P2	
Use formal and informal language appropriately in a variety of settings	4FL-P2	

Independent Living Skills

Eating Skills, Food Preparation/ retrieval, Hygiene, Dressing, Money Skills

Functional (3-21 years)

Goal	Reference	Other Area
Identify and use money (bills/coins) in real world situations	1M-FS4	O & M
Use safe and health eating and drinking habits	1CH-FS1	
Follow routines for personal health behaviors	1CH-FS2	Compensatory, O & M
Purchase food items, prepare simple recipes, use correct utensils appropriately and handle food properly	6CH-FS2	O & M
Select and wear appropriate clothing	1CH-FS3	

Readiness (Kindergarten)

Goal	Reference	Other Area
Identify safe and healthy eating habits	1CH-R8	
Identify personal well-being health behaviors	1CH-R1	Social Interaction
Identify and describe safe and responsible use of tools and materials	1AV-R5	
Identify positive health choices	7CH-R2	
Describe how work relates to obtaining food, clothing and shelter	5WP-R2	Career Education

Foundations (grades 1-3)

Goal	Reference	Other Area
Make estimates of measurement	5M-F3	O & M
Identify health problems that should be detected and treated early	1CH-F6	Social Interaction
Identify hazards found in the home, school and community and ways to avoid harm	3CH-F3	O & M
Demonstrate first-aid procedures and responses to common emergencies	3CH-F5	
Describe relationships between personal health behaviors and individual well-being	1CH-F1	Social Interaction
Create mixtures	5SC-F1	

Understand and demonstrate the concept of measurement	5M-F2	O & M
Read and comprehend consumer information	R-F6	Compensatory, O & M

Essentials (grades 4-8)

Goal	Reference	Other Area
Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness	1CH-E8	Rec. & Leisure
Compare the costs and effectiveness of health products	2CH-E3	
Identify emergency preparedness and emergency resources	2CH-E5	
Develop injury prevention and management strategies for personal and family health including ways to avoid and reduce threatening situations	3CH-E4	O&M, Social Interaction
Perform basic safety, first aid and life saving techniques	3CH-E6	
Analyze the processes, parts and subsystems of a bicycle, a clock or other mechanical or electrical devise	1SC-E5	
Apply geometric properties and relationships to real-world situations	4M-E2	O & M
Develop and use formulas and procedures to solve problems involving measurement	5M-E4	O & M
Estimate and use measurement to describe and make comparisons	5M-E1	O & M
Develop and use a systematic approach to analyze the risks associated with natural and biological hazards	3SC-E2	Social Interaction
Describe, measure and calculate characteristics within a system	5SC-E5	
Utilize information acquired from several sources and transfer information learned in one situation to another	3WP-E1	O&M, Compensatory, Career Education
Represent and solve problems relating to size, shape, area and volume using geometric models	4M-E4	Social Interaction, O&M
Use counting strategies to determine all the possible outcomes of a particular event	2M-E4	O & M
Represent and use numbers in equivalent forms	1M-E5	
Evaluate an instructional manual such as	R-E5	

assembly directions or user's guide for clarity and completeness

Proficiency (grades 9-12)

Goal	Reference	Other Area
Develop injury prevention and management strategies to improve and maintain personal, family and community health	3CH-P4	Social Interaction
Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment	2PA-P2	Rec. & Leisure
Solve real-world problems by using combinations and permutations	2M-P8	Compensatory
Describe how households and firms are interdependent and how their relationship is affected by trade, money exchange and banking	4SS-P3	
Prepare a short- and long-term personal budget, make expenditure, revenue and savings forecasts and maintain proper records	8WP-P2	Compensatory
Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level	1CH-P9	
Apply an understanding of economics to personal financial choices	4SS-P9	
Describe the role of individual responsibility for health enhancement and wellness	3CH-P1	
Perform advanced first-aid procedures	3CH-P5	

Recreation & Leisure Skills

Physical Fitness, Adaptive Sports, Travel, Enjoyable Activities/ Hobbies

Functional (3-21 years)

Goal	Reference	Other Area
Identify and participate in age appropriate leisure activities	3PA-FS1	Social Interaction
Achieve and maintain appropriate body weight	6CH-FS1	Independent Living

Readiness(Kindergarten)

Goal	Reference	Other Area
Identify that physical activity is necessary to build physical fitness	2PA-R1	
Identify that there are different parts of physical fitness	2PA-R2	
Identify the different parts of physical fitness	2PA-R3	
Select and participate in activities that require some physical exertion during personal choice times	3PA-R2	
Identify likes and dislikes connected with participation in physical activity	3PA-R3	
Sustain moderate to vigorous physical activity for short periods of time	4PA-R1	
Identify the physiological signs of moderate physical activity	4PA-R2	
Engage in physical activities	7PA-R1	
Recognize and perform basic warm-up sequences (e.g., stretching, bending)	1AD-R2	
Engage in moderate to vigorous physical activity	3PA-R1	

Foundations (grades 1-3)

Goal	Reference	Other Area
Associate results of fitness testing to personal health status	7PA-F2	
Identify several activities related to each component of physical fitness	2PA-F1	
Select and do physical activities to improve skill	3PA-F1	

and health	
Identify the benefits derived from physical activity	3PA-F2
Practice activities to increase skill and fitness	7PA-F1
Participate regularly in activities to improve physical fitness	4PA-F2
Adapt a skill to the demands of a game	1PA-F2

Essentials (grades 4-8)

Goal	Reference	Other Area
Explore a variety of new physical activities for personal interest	7PA-E2	
Participate in new and challenging activities	7PA-E3	Social Interaction
Devise original warm-ups and discuss how warm-ups prepare the body and mind for expressive purposes and prevent injuries	2AD-E2	Social Interaction
Identify behaviors that are supportive and inclusive in physical activity settings	6PA-E2	
Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment	4FL-E1	
Apply basic principles of training to improve physical fitness	2PA-E2	
Establish personal physical activity goals	7PA-E1	
Participate regularly in health-enhancing physical activities to accomplish personal health goals	3PA-E1	
Apply principles of training to improve/maintain health-related physical fitness	4PA-E2	
Take part in a variety of activities of personal interest	3PA-E2	Social Interaction
Explain the role of sports, games and dance in modern culture	6PA-E1	
Participate in physical activities with others regardless of diversity and ability	6PA-E3	Social Interaction
Identify the social benefits of physical activity	5PA-E4	Social Interaction
Apply more advanced movement and game Strategies	1PA-E2	O&M

Proficiency (grades 9-12)

Goal	Reference	Other Area
Identify and apply characteristics of highly	1PA-P4	

skilled performance to enable the development of movement competence/proficiency

Explain the difference between facts and myths related to physical activity 2PA-P1

Identify different sports and activities and their contributions to specific health-related physical fitness components 2PA-P5

Participate regularly in health-enhancing and personally rewarding physical activity 3PA-P1

Identify safe and risky exercises and demonstrate safe exercise alternatives 4PA-P4

Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression 2PA-P3

Career Education

Explore Interests, Areas of Strength, Job Variations, Work Ethic

Functional (3-21 years)

Goal	Reference	Other Area
Identify and pursue a career plan consistent with occupational interest, aptitudes and abilities	5WP-FS1	Social Interaction
Develop appropriate work habits	5WP-FS2	Social Interaction

Readiness (Kindergarten)

Goal	Reference	Other Area
Describe examples of where people work and what they do	5WP-R1	
Discuss the jobs of those who “make” theatre	2AT-R4	

Foundations (grades 1-3)

Goal	Reference	Other Area
Explore areas of interest and possible work choices	5WP-F1	
Identify and describe the roles of musicians	2AM-F3	
Describe careers in the visual arts	2AV-F5	
Identify people in the community who use the target language in their work and invite them to share information	7FL-F2	Social Interaction
Identify occupations that use science and technology	3SC-F1	

Essentials (grades 4-8)

Goal	Reference	Other Area
Describe how consumers and businesses interact in the United States economy	4SS-E3	Social Interaction, Independent Living
Identify and investigate visual arts careers and qualifications, noting the personal and work attributes required to succeed	2AV-E2	
Write formal communication, such as personal or business letters, messages, directions and applications, in an appropriate format and for a	W-E6	Compensatory

specific audience and purpose

Recognize how scientific knowledge, thinking processes and skills are used in at variety of careers	3SC-E1	
Evaluate areas of interest and/or potential career choices	5WP-E1	
Demonstrate work ethics and behaviors for success as defined by school and community	5WP-E2	Social Interaction
Explain and compare the roles and interrelated responsibilities of various personnel involved in theatre, film, television, and or electronic media production	2AT-E2	
Demonstrate the connection between academic skills and career pathways by identifying required education and training to achieve	5WP-E3	
Identify careers which capitalize on individual strengths and interests	5WP-E4	
Apply the basic academic skills to develop a resume, job application and interviewing techniques	5WP-E5	Compensatory, Social Interaction

Proficiency (grades 9-12)

Goal	Reference	Other Area
Exhibit interviewing skills	1WP-P1	
Write, evaluate and revise a career plan consistent with occupational interests,	5WP-P1	
Demonstrate job acquisition skills by completing resume and job applications and demonstrating interviewing techniques	5WP-P2	
Exhibit work ethics and behaviors essential for success in all areas of life	5WP-P3	Social Interaction, Independent Living
Demonstrate marketable occupational skills for an entry-level job based on career interests	5WP-P4	
Understand how changing a component of a system (work schedules) impacts the whole	6WP-P3	Social Interaction
Write formal communications, such as a resume, in appropriate formats, for a definite audience and with a clear purpose	W-P5	
Discuss how skills developed in dance are applicable to a variety of careers	2AD-P6	
Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability, accuracy and relevancy of information	R-P4	

Technology (Assistive)

Technical Concepts, Selection of Appropriate Assistive Devices, Media Needs, Accessibility to Information

Functional (3-21 years)

Goal	Reference	Other Area
Use manipulative (concrete materials) to count, order and group	1M-FS3	

Readiness (Kindergarten)

Goal	Reference	Other Area
Use a variety of puzzles and games involving counting problems	5M-R3	
Use input/output devices successfully to operate computers, VCRs, audiotapes and other technologies	1T-R2	
Communicate about basic technology components using developmentally appropriate and accurate terminology	1T-R1	Social Interaction
Use manipulative (concrete materials) to count, order and group	1M-R3	
Use simple technology (scales, balances, magnifiers)	3SC-R2	Visual Efficiency

Foundations (grades 1-3)

Goal	Reference	Other Area
Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide	2T-F3	Independent Living
Use technology resources for problem solving, self-directed learning and extended learning activities	6T-F1	
Identify the many uses of technology	7WP-F1	
Use technology to access information	7WP-F2	
Use developmentally appropriate technology resources to access information and communicate electronically	1T-F3	Compensatory
Recognize electronic information sources	5T-F1	

Identify and describe how technology contributes to solving problems	3SC-F4	Social Interaction
Access, view and respond to visual forms such as computer programs, videos and drawings	VP-F3	Visual Efficiency

Essentials (grades 4-8)

Goal	Reference	Other Area
Determine when technology is useful and select and use the appropriate tools and technology resources to solve problems	6T-E1	
Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus	W-E8	
Select and use appropriate units and tools to measure to the degree of accuracy required in a particular problem-solving situation	5M-E2	
Communicate about technology using developmentally appropriate and accurate terminology	1T-E1	
Demonstrate increasingly sophisticated operation of technology components	1T-E2	
Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society	2T-E3	Career Education
Use a variety of technology tools for data collection and analysis	3T-E2	
Use calculators and computers to perform basic recursive and iterative process	5M-E6	
Locate information from electronic resources	5T-E1	
Demonstrate basic computer operations skills in a variety of applications to organize information	7WP-E1	Compensatory
Prepare tape-(audio) or video-recorded materials	3FL-E4	
Collaboratively use telecommunications and online resources.	4T-E3	

Proficiency (grades 9-12)

Goal	Reference	Other Area
Select and use appropriate technology to organize, send and receive information	7WP-P1	
Routinely and ethically use productivity tools, communication tools and research skills to solve a problem	6T-P2	Compensatory

Infer and locate the meaning of unknown or technical vocabulary	1WP-P9	Compensatory
Develop a research strategy to find accurate, relevant, appropriate electronic information sources	5T-P1	
Use appropriate technology to display and analyze data	2M-P2	
Analyze the effects of parameter changes on functions using calculators and/or computer	3M-P3	
Identify the appropriate technology device to complete a task	1T-P1	
Routinely and efficiently use online information resources to meet needs for collaboration and communication	4T-P1	
Manage and communicate personal and professional information utilizing technology tools and resources	4T-P2	

Visual Efficiency Skills

Personal Attributes, Visual Attributes
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Readiness (Kindergarten)

Goal

Identify story events or information from visual media

Reference

VP-R2

Other Area

Foundations (Kindergarten)

Goal

Recognize different types of visual media

Reference

VP-F1

Other Area

Technology

Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text

VP-F4

Organize and develop visual solutions to problems

1AV-F5

Compensatory

Use visual structures to organize the components of own work into a cohesive and meaningful whole

1AV-F6

Essentials (grades 1-3)

Goal

Transfer accurately a visual pattern to physical motion

Reference

1AD-E5

Other Area

O&M, Rec. & Leisure

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