

# Sample Functional Curriculum Domain Activities

Aligned to  
The Arkansas Curriculum Frameworks

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## PREFACE

An ecological life skills curriculum for persons with moderate to severe disabilities is considered a “best practice” curricular approach to educate students challenged by severe disabilities. Examples of this type of functional curriculum model are seen in community-based instruction (CBI) and Living in Functional Environments (LIFE) being used in schools today. The major characteristic of an ecological curriculum is the emphasis on teaching students with severe disabilities how to participate in daily activities in natural environments with chronological age peers. Two major criteria of achievement for students in an ecologically based curriculum are the degree of independence achieved in performing functional activities and the degree of choice exercised in activities that occur in natural environments.

Ecological curricula stress that skills needed to participate in an activity should be taught in the natural environmental context of that activity. For example, a hand-washing skill sequence should be taught when the student needs to clean his/her hands. Teaching hand-washing skills when there is a real need to wash one’s hands increases motivation to do the activity and enhances generalization of hand-washing skills to different situations. Task analyses of skills in an ecological approach are based upon behaviors needed to perform activities in natural environmental settings rather than generic, developmental skill sequences taught in isolated, contrived situations.

A truly comprehensive functional curriculum for students with developmental disabilities will include both skill cluster sequences and activities related to daily living situations. However, the important factor to consider in developing such a curriculum is to develop functional activity goals and objectives supported by skills needed by students to participate in those activities as independently as possible. The goal and objective of a functional life skills curriculum is for all students with disabilities to participate in activities in natural environments with their non-disabled peers. Embedding skill instruction within functional activities will enable teachers to foster skill acquisition in accordance with the abilities of students. This will increase the probability of students participating in activities at their respective level of independence.

An advantage of an ecological approach to functional curriculum development is that students with severe disabilities, who will never develop sufficient skill proficiency to do such activities without assistance, will be encouraged to partially participate in activities. Splinter skills learned in isolation from a functional activity will never be generalized to real world situations. In developmental curriculums, students who fail to demonstrate skill proficiency are either left out of activities that require certain unlearned skills or, if included in such activities, become recipients of total caretaking. An ecological approach to functional curriculum development improves the probability that students will reach a greater degree of independence in daily living and develop a more positive self-esteem through partial participation with non-disabled peers. Based upon this premise and research, the ecological approach to functional curriculum development is preferred.

It is important for students with developmental disabilities to have an opportunity to be included in the school setting. For students to truly experience a sense of belonging and community in the school setting, it is necessary for them to access learning experiences in

the general curriculum. In order for this to occur, the general education curriculum must be defined in a comprehensive manner that will include all students.

Curriculum subject areas generally included in an ecological approach to functional curriculum, according to Lou Brown and his colleagues at the University of Wisconsin, include activities in the following environments:

1. Domestic: Skills and activities associated with personal care and living in the home.
2. Community: Skills and activities needed to function in physical and social environments outside the home, e.g., school, restaurant, stores, and public services.
3. Recreation and Leisure: Skills and activities associated with choice and participating in activities that are satisfying and preferred in home, school, and community environments.
4. Vocational: Skills and activities associated with performing chores or jobs as a volunteer and/or for compensation.

## PURPOSE AND PROCESS

The Individuals with Disabilities Education Act (IDEA) of 1997 mandates that schools provide access to the general education curriculum for all students receiving special education services. In recognizing the challenge of providing opportunities for students with severe disabilities to access general education curriculum, it is the desire of the project committee to assist educators with this process. Our project goal is to assist school personnel who serve children with severe and multiple disabilities in conceptualizing, planning and implementing activities that involve functional curriculum and are aligned to the Arkansas Curriculum Content Standards.

**Sample Functional Curriculum Domain Activities is not meant to be inclusive and only addresses language arts and math strands from the Arkansas Curriculum Frameworks.**

### Language Arts Strands

1. Writing
2. Reading
3. Listening, Speaking and Viewing

### Mathematics Strands

1. Number sense, Properties and Operations
2. Geometry and Spatial sense
3. Measurement
4. Data Analysis, Statistics and Probability
5. Patterns, Algebra and Functions

The publication includes selected student learning expectations directly from the Arkansas Frameworks and uses a matrix visual organizer to provide several sample activities that demonstrate alignment with functional domains. Many Arkansas educators use life skills domains to organize instructional efforts, such as community, domestic, recreation/leisure and vocational. Each of these domains is represented by sample activities generated by the project committee.

Although this publication is not intended for generating specific test item activities for the Arkansas Alternate Portfolio System for Students with Disabilities, it is hoped that it can provide educators in our state with a process for determining alignment between models of education that traditionally have been to some extent separate. Using the activities as idea starters, the educator can then individualize and develop specific activities that align with the education program, demonstrate performance of skills, and document educational opportunities.

**The members of the project committee do not intend this publication to be used as a checklist, a menu of alternate assessment “test activities or items”, or as IEP goals and objectives.**

Strand 1 :K-4 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.5.</u> Write from experiences and thoughts.</p>	<p>Makes an “X” to represent personal signature on library card application.</p> <p>Circles “M” or “F” appropriately to indicate own gender.</p> <p>Arranges printed or brailled cards in a meaningful sequence.</p> <p>Records own lunch choices for peer partner, who gets food from cafeteria line for him or her.</p> <p>Writes or illustrates feelings, emotions or activities in journal.</p> <p>Participates in development of experience stories.</p>	<p>Signs a greeting card to be sent to a friend or relative.</p> <p>Uses a name stamp to sign name on a friendly letter.</p> <p>Selects a game or activity by pointing or sustained eye-gaze.</p> <p>Sends an e-mail message with the help of a non-disabled peer.</p> <p>Draws a picture in response to a story.</p>	<p>Writes about future careers.</p> <p>Sequences pictures/objects of the steps needed to perform classroom tasks or chores.</p> <p>Collects and/or categorize photographs or pictures about jobs or future careers.</p> <p>Uses augmentative device to make a request.</p> <p>Writes day and date on board.</p>	<p>Sets up a shopping list using pictures/objects.</p> <p>Communicates with family’s unique slang, modified manual signs or other forms of communication.</p> <p>Sets up a sequence for food/snack preparation using pictures/objects based on preferred snacks.</p> <p>Chooses a simple snack from a selection of snack foods using eye-gaze, vocalizations, yes-no board, and/or augmentative communication forms.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 1 : K-4 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.12.</u> Write for a variety of audiences, such as peers, parents, teachers and community.</p>	<p>Consistently makes an identifiable written mark.</p> <p>Uses name stamp to properly label class assignments to be turned in to teacher.</p> <p>Writes name (Braille writer, cursive, manuscript, computer).</p> <p>Signs name or date on visitor's register.</p> <p>Uses a simple voice output device to order food at a restaurant.</p> <p>Communicates by alerting to changes in level of activity in the classroom.</p>	<p>Makes choices from recreation menu for recess activities.</p> <p>Uses eye-gaze, pointing or other communication form to choose from free-time activities at home.</p> <p>Uses an All-Turn-It Spinner and switch to be actively involved in Bingo, Uno, Golf, Go Fish or other games with peers.</p>	<p>Assembles a written checklist of classroom chores.</p> <p>Activates a Step-by-Step communicator to announce what step comes next in a sequence of events.</p> <p>Uses a BigMack or other single message communication device to deliver a message.</p>	<p>Develops a remnant / reminder book to assist in performing adaptive living activities.</p> <p>Uses picture symbols to indicate mealtime and food choices to peers and/or family members.</p> <p>Indicates toileting need by gestures or by manual sign.</p> <p>Makes desired clothing selection by vocalizations, gestures, and/or eye-gaze.</p>

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Strand 1 :K-4 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.14.</u> Develop a collection of writings.</p>	<p>Uses programmed messages on communication device to create an experience story.</p> <p>Makes mark or writes on own name in print or Braille.</p> <p>Illustrates a book report that includes representations for both character and action from the story.</p> <p>Assists with selection of signs or symbols to be included in communication device.</p> <p>Marks and locates entrances and exits on school map.</p>	<p>Draws, paints, cuts, molds and/or shapes materials into products.</p> <p>Organizes a collection of items by captioning or labeling.</p> <p>Develops a concept book by using objects that represent past experiences in physical and social environments.</p> <p>Makes a time-line of family/life experiences using photos and objects.</p>	<p>Copies or writes daily schedule.</p> <p>Writes name, birth date, age, address, and other personal information with or without a model.</p> <p>Creates a daily or weekly “school to home” report by stamping or marking pictures or symbols of activities participated in.</p> <p>Collects work activity picture schedules in a work notebook.</p>	<p>Records personal weight on a weekly chart.</p> <p>Writes name, birth date, age, address and other personal information with or without a model.</p> <p>Keeps a personal log of food preparation activities.</p> <p>Chooses media or music preferences by activating a switch.</p>

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Strand 1 : K-4 Writing

Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.2.3.</u> Work in cooperative groups to produce a written product.</p>	<p>Identifies capital letters for the group by speaking or using a voice output device.</p> <p>Edits punctuation of the group's social story or writing project.</p> <p>Copies or writes down the needed information on simple charts, diagrams, maps, etc., for the group.</p> <p>Collects, copies or types information from a survey for a group project.</p>	<p>Participates in a play, skit, or routine by videotape or digital record of the activity with peers.</p> <p>Plays and records scores of players in a game such as Yahtzee.</p> <p>Draws or paints a picture with the group representing a class activity or experience.</p>	<p>Identifies local career interests and resources and represents them in a diarama or project-based learning format.</p> <p>Creates personal data body outline poster with assistance from general education peers.</p> <p>Creates a choice chart of kitchen tasks for all class members with the group.</p>	<p>Writes down balanced menu for a meal.</p> <p>Writes grocery list of items needed to prepare a meal or snack.</p> <p>Creates a choice chart of preferred snacks of all class members with the group.</p>

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Strand 1 : K-4 Writing

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Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.2.7</u> Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin boards, sharing with others and books.</p>	<p>Selects pictures of items to be used when placing an order in a restaurant.</p> <p>Uses a switch, keyboard, touch screen or other computer access to produce written or other forms of expressive communication.</p> <p>Records a poem or story on audiotape about a school or community experience to be included in class anthology.</p> <p>Activates a device to make a class-wide or school-wide morning announcement.</p>	<p>Cuts or tears out pictures to make collage of his or her favorite character or celebrity.</p> <p>Takes photographs of a class trip (e.g., zoo) for inclusion in the school newsletter.</p> <p>Creates a bulletin board regarding choices of desired party snacks for classroom party.</p>	<p>Compares job characteristics of different careers using a Venn diagram.</p> <p>Writes or checks off responsibilities on a classroom job chart.</p> <p>Makes a classroom chart of all students' career interests.</p>	<p>Participates in construction of bulletin board of home responsibilities.</p> <p>Creates a report to be shared with family by marking or stamping picture representations of daily living activities performed at school.</p> <p>Participates in sentence starters, thematic units by matching pictures or words to their literacy activities in class.</p>

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Strand 1 : 5-8 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.3.</u> Write to reflect personal, multicultural and universal ideas.</p>	<p>Copies letter forms legibly (simultaneous key strokes-braille, correct forms-print).</p> <p>Creates a story sequence of a community trip using the eye-transfer (e-tran) communication system.</p> <p>Utilizes universal symbols when accessing Internet through computer software.</p> <p>Participates in preparation of a book report.</p> <p>Tallies exercises on fitness record for therapist.</p>	<p>Writes own telephone number to give to a friend.</p> <p>Creates a language experience story of a favorite activity.</p> <p>Uses a communication device to choose a desired game or activity.</p> <p>Writes or dictates stories or poems.</p>	<p>Writes personal data on forms or applications such as social security, driver's license, job application, library cards, video-store loan forms, etc.</p> <p>Uses a name stamp to properly label class assignments to be turned into teacher.</p> <p>Uses Braille room numbers to identify locations for message delivery.</p> <p>Writes or uses another form of expression to build a resume or vita.</p> <p>Copies "daily events" from chalkboard into personal calendar.</p>	<p>Writes in journal about goals for future work, living and recreation outcomes.</p> <p>Creates an experience story of preparing for a birthday party at home using the eye-transfer (e-tran) communication system.</p> <p>Matches/identifies name and/or picture of family members on a communication board/sheet/device.</p> <p>Makes a picture shopping list of items needed at the discount store.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 1 : 5-8 Writing

Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.2.3.</u> Use computer tools, such as thesaurus, dictionary, spell check.</p>	<p>Touches communication cards or device to place order in a restaurant.</p> <p>Uses computer-based word prediction program to generate a meaningful word, phrase, or sentence.</p> <p>Uses a hand-held spell checker or dictionary.</p> <p>Uses joystick, trackball, or computer mouse appropriately to access a software application.</p>	<p>Uses word prediction program to write letter to pen pal.</p> <p>Uses spell check and other utilities when e-mails friends or family.</p> <p>Follows auditory and/or visual cues to produce a written story, product or letter on a topic of choice.</p> <p>Activates a switch to activate cause and affect software on the computer or electronic device.</p>	<p>Writes personal information and/or personal goals using BrailleWriter, computer or other word processing aid.</p> <p>Edits and maintains a journal using a word processor or computer.</p> <p>Creates resume using talking word software (e.g., IntelliTalk II, Write-Out-Loud) to check spelling, grammar, and language structure.</p>	<p>Uses a personal digital assistant (PDA) or other hand held device to shop.</p> <p>Activates an adaptive switch to participate with a peer in planning a shopping list of supplies for a class activity.</p> <p>Uses a search engine on the Internet, choose or select a recipe.</p>

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Strand 1 : 5-8 Writing

Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.2.4.</u> Expand content-specific and personal vocabularies in writing.</p>	<p>Records results of experiment during science lab activity.</p> <p>Writes or uses other form of expression to record information on calendar or journal.</p> <p>Indicates next activity on individual word/picture schedule.</p> <p>Uses Step-by-Step communication device to call out spelling words.</p> <p>Participates in geography activity by locating community services on map.</p>	<p>Exchanges telephone numbers or e-mail addresses with friends.</p> <p>Keeps score during friends' or siblings' ball games.</p> <p>Follows written or pictorial rules for playing games or participating in activities.</p>	<p>Matches warning signs and labels on vocational training site.</p> <p>Selects word/picture symbols to identify job characteristics.</p> <p>Uses a communication device to describe the tasks necessary for a new job assignment.</p>	<p>Adds picture of item needed to grocery list posted on refrigerator.</p> <p>Creates shopping list of all ingredients needed in order to follow a recipe.</p> <p>Points or gestures to a logo to indicate a restaurant choice.</p> <p>Activates a voice output device to indicate a choice of food items.</p> <p>Follows object schedule to perform personal hygiene care routine (e.g., toothbrush, toothpaste, cup).</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 1 : 9-12 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different process elements appropriately to communicate with different audiences for a variety of purposes.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.1</u>                      Activate, organize and build upon background knowledge through a variety of cooperative and individual strategies, e.g., brainstorming, concept mapping, role-playing.</p>	<p>Participates in school elections by marking written ballot.</p> <p>Brainstorms a list of good manners for social skills needed to eat in a sit down restaurant.</p> <p>Creates a concept map for accessing household utilities in the community.</p> <p>Learns how to gain assistance in a community store by role-playing and/or concept mapping.</p>	<p>Participates in group activity to organize and present a presentation or play.</p> <p>Identifies acceptable and unacceptable social skills at a school function by viewing video and participating in class discussion.</p> <p>Identifies and practice appropriate free-time (hang-out) skills through role-play and teacher facilitation of different activities during free time.</p>	<p>Copies personal work hours from posted weekly schedule.</p> <p>Makes a list of supplies that need to be replenished.</p> <p>Records proper information in corresponding blanks on job application form.</p> <p>Performs good interview skills by role-playing with teachers and peers.</p>	<p>Learns safety and emergency procedures in the kitchen through role-playing skills.</p> <p>Identifies tasks necessary to set up and maintain rooms of a house by role-playing (i.e., kitchen, bedroom, bathroom, etc.).</p> <p>Purchases appropriate clothing for specific purposes or occasions.</p>

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Strand 1 : 9-12 Writing

Content Standard 1: Students will employ a wide range of strategies as they write and use different process elements appropriately to communicate with different audiences for a variety of purposes.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.1.8.</u> Write for real or potentially real situations such as job applications, business letters, college applications.</p>	<p>Copies date or time of a special event he or she would like to attend.</p> <p>Uses signature stamp to sign where needed.</p> <p>Places stamp on envelopes in correct location.</p> <p>Places return address labels correctly on envelopes for mailing.</p> <p>Walks a regular route as a part of daily fitness routine.</p>	<p>Makes note of completed range of motion or fitness exercises.</p> <p>Reciprocates “good-bye” when telephone or TTY conversation partner signs off.</p> <p>Marks questionnaire responses to “yes” or “no” appropriately.</p> <p>Recognizes written scoring systems unique to sport (spare, strike, RBI).</p>	<p>Participates in recording completed tasks on personal job chart.</p> <p>Participates in compilation of personal resume in word processing program.</p> <p>Provides information on job application form that corresponds with blanks provided.</p> <p>Marks off workdays completed on calendar.</p>	<p>Copies ingredients from a recipe to make a shopping list.</p> <p>Copies grooming items from a grooming checklist to make a personal checklist.</p> <p>Marks off an inventory list of the supplies in the cabinets and pantry.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.



Strand 1 : 9-12 Writing

Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>W.2.1.</u> Maintain and evaluate a collection of writings.</p>	<p>Dials familiar telephone numbers from a previously written list.</p> <p>Follows a shopping list while in the store.</p> <p>Checks off a written list when adding the item to the grocery cart.</p>	<p>Writes or keeps materials in a personal journal or diary.</p> <p>Draws or paints a picture to record feelings about an event.</p> <p>Selects and places pictures and/or photos in an album that relate to a topic.</p>	<p>Participates in creating a picture schedule for work, after learning job responsibilities.</p> <p>Checks off job tasks in order of completion.</p> <p>Records hours worked each day in appropriate spaces on time sheet.</p>	<p>Checks off “to do” tasks for daily living activities.</p> <p>Checks off recipe steps after completing them.</p> <p>Adds any grooming or hygiene product needed from the next shopping trip.</p> <p>Keeps a daily journal.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Reading

Content Standard 1: Student will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.2.</u> Demonstrate and use concepts of print such as directionality, spacing, punctuation, and configuration in developmentally appropriate ways.</p>	<p>Scans communication device for the symbol word “hello” to greet peers in hallway.</p> <p>Finds symbol on communication board, device or wallet.</p> <p>Sequences individual letter cards to correctly spell the student’s name.</p> <p>Sequences beginning, middle, and end of story.</p>	<p>Draws pictures in sequence to indicate steps of a game after having instructions read.</p> <p>Indicates steps of a game by eye gazing a picture/object sequence after having instructions read.</p> <p>Tells what happens next in a familiar piece of literature during free time.</p> <p>Uses a communication device (such as Step-by-Step) shares a story with peers.</p>	<p>Follows calendar box or picture schedule to complete a classroom chore.</p> <p>Uses single switch to indicate next action to continue advancement of computer software story about community helpers, e.g., Living Books.</p> <p>Uses communication devices to deliver messages to the office.</p> <p>Follows picture word sequence to complete a seatwork activity.</p>	<p>Uses individual word/picture symbol cards to complete tooth brushing routine.</p> <p>Uses eye gaze, e.g. eye transfer/e-tran, to indicate appropriate clothing for weather.</p> <p>Uses eye gaze, gesture, or vocalization to indicate food choice during mealtime.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 :K-4 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
R.1.3. Recognize and associate letters and sounds.	<p>Points to letter when that letter's common sound is made by teacher.</p> <p>Matches patterns, letters, symbols, words, colors, objects, or shapes.</p> <p>Discriminates similarities and differences in letter sound.</p> <p>Alphabetizes by first letter.</p> <p>Identifies letter sounds.</p> <p>Matches picture in picture dictionary.</p>	<p>Matches names of classmates to pictures of classmates.</p> <p>Uses object/symbol to match sounds of animals with toy animals.</p> <p>Matches picture/word of a basketball with a basketball.</p> <p>Matches word/picture sequence to make a choice during free time.</p> <p>Recognizes the letters of name on art supply box.</p>	<p>Finds locker, bin, cubby with own name or identifying symbol.</p> <p>Files papers in alphabetical order according to first letter.</p> <p>Uses words/picture symbols that correspond with activity center in the classroom.</p> <p>Recognizes letters of names to identify their daily job on the classroom chart.</p>	<p>Matches picture/word of cup to actual cup.</p> <p>Follows picture/word sequence of a recipe to make a sandwich.</p> <p>Uses a letter board to request a snack.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : K-4 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.5.</u> Use major cueing systems such as phonetic, syntactic, and semantic to decode and construct meaning.</p>	<p>Provides a synonym for a commonly used noun or verb (“What’s another word for ?”).</p> <p>Uses sound blends to produce a word.</p> <p>Uses contextual cues and structural analysis to decode new words.</p> <p>Identifies words that rhyme and don’t rhyme.</p>	<p>Demonstrates increased alertness when read a story or poem with rhyming elements.</p> <p>Reads out loud repeating word story books, e.g. Bill Martin, Jr., during free time with peers.</p> <p>Participates in singing by activating communication device, e.g. Dynavox.</p> <p>Uses vocalization, body movement or facial expression to request more or to continue an activity.</p>	<p>Refers to picture/word or object schedule to follow task sequence during classroom job.</p> <p>Follows picture/word or object schedule to participate in language arts activities in the general education setting.</p> <p>Initiates, participates, and completes tasks using a picture/word activity schedule for gradually increasing the amount of time on task.</p>	<p>Discriminates and associates meaning of touch cues during toileting routine (e.g. touch knee to lift leg, touch side to roll over, etc.)</p> <p>Uses vocalization, body movement or facial expression to indicate yes/no response when offered a drink.</p> <p>Follows picture/word schedule for bedtime routine at home.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.9.</u> Establish purpose for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.</p>	Participates in selection of vocabulary for his or her augmentative device.	Recognizes a miniature 3-D object/photographic representation of a recreational activity, e.g. break time, recess, music, art, etc.	Arranges cards with first and last name in an assigned order.	Discriminates own name in print on clothing.
	Identifies activities by using labels of environmental objects in the classroom.	Turns pages of book in correct sequence during free reading.	Performs task on photo sequence cards.	Uses photos of food to make a grocery list.
	Uses assistive technology device to respond to teacher request during instruction on chalkboard/overhead/flip chart.	Activates computer mouse, trackball, or touch pad to turn pages in electronic books.	Follows a class or activity schedule provided in calendar box format.	Makes reasonable prediction from social story about what will happen next in a given situation at home or school.
	Uses eye gazing or gesturing/pointing to identify the picture or name of main characters in book.	Reads the common names, habits, etc. of animals on posted zoo signs.	Locates class in which he or she should be in, according to picture schedule.	Locates and pushes the start button on a kitchen appliance.
	Makes a choice between two objects that represent a preferred and a non-preferred activity.	Identifies start button on video game.		Finds items needed for tooth brushing routine.
		Selects desired track on CD.		

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Reading

Content Standard 2: Student will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.2.2.</u> Read for personal reasons, such as for enjoyment, for information, and for inquiry.</p>	<p>Locates key words in large-print version of class text.</p> <p>Locates restroom by searching the store visually.</p> <p>Activates switch to continue story tape.</p> <p>Relates items in textured books to familiar objects in own environment.</p> <p>Re-reads own experience story.</p> <p>Categorizes by color, shape, size, texture and number.</p> <p>Locates and activates desired messages on communication device.</p>	<p>Selects CD for enjoyment.</p> <p>Reads favorite story or book.</p> <p>Listens attentively while parent or sibling reads story aloud.</p> <p>Selects a desired book from bookshelf for peer/teacher to read aloud.</p>	<p>Identifies personal job or classroom assignment from a wall chart.</p> <p>Identifies specific day on school calendar.</p> <p>Selects work folders for seatwork by matching the work folder symbols to the activity schedule.</p> <p>Associates a minimum of two objects with different work activities.</p>	<p>Selects ingredients for preparing a snack using a picture/word recipe.</p> <p>Matches coupons with items for purchase in grocery store.</p> <p>Scans catalogs to generate possibilities to put on purchase list for gift giving.</p> <p>Recognizes the names of national brand items in shopping advertisements.</p> <p>Locates restroom by reading store's location signs.</p> <p>Recognizes favorite store from sign or location.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : K-4 Reading

Content Standard 2: Student will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.2.4.</u> Select appropriate reading material from library media centers and other sources.</p>	<p>Makes selections of materials from school library.</p> <p>Finds library information desk to ask for assistance locating reading material.</p> <p>Finds book-on-tape or large-print section of the library and makes selection of reading material.</p> <p>Uses a CD-Rom or software program to read and listen to books or articles, e.g. Encarta, Groliers, etc.</p>	<p>Selects reading material from those offered on object choice board.</p> <p>Selects leisure activity from an array of picture/word cards.</p> <p>Uses communication device, e.g. DeltaTalker, to request media (print, software, video) from the public library.</p>	<p>Recognizes media center symbol from job chart.</p> <p>Reshelves media materials by labels as a media center helper.</p> <p>Uses a name stamp to check out a book from the library.</p> <p>Follow picture/work schedule to indicate time to accompany their general education peers to the library.</p>	<p>Selects the story to be read out loud by peer or sibling.</p> <p>Selects shoes of choice from catalogs or advertisements.</p> <p>Selects breakfast food items from picture/word menu.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : 5-8 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
R.1.1. Read individually and in groups.	<p>Points to restaurant logo on mall kiosk to indicate where he or she wants to eat.</p> <p>Finds items in store that correspond with picture recipe.</p> <p>Locates homeroom by reading numerals posted on side of classroom doors.</p> <p>Uses picture board to answer questions during class discussion of a reading selection.</p> <p>Takes part in cooperative group's presentation of a piece of literature.</p>	<p>Chooses to read or look at book or magazine when given free time.</p> <p>Selects leisure activity from picture/word card.</p> <p>Reads names of games when choosing a desired game.</p> <p>Chooses to read for pleasure.</p> <p>Identifies people in the family photo album by reading captions.</p> <p>Using a visual reminder or in written form, takes turns in alternating partner games, waiting after own turn is finished.</p> <p>Locates desired department from store directory.</p>	<p>Reads picture/word sequence of task steps when assigned a new workstation.</p> <p>Responds appropriately to direction or safety signs in work areas.</p> <p>Arranges picture/word cards of a work task in sequential order.</p>	<p>Adds ingredients in prescribed order by following a picture/word recipe.</p> <p>Uses words printed on menu to name food to be ordered in a restaurant.</p> <p>Uses picture/word cards to complete a personal care routine, e.g. tooth brushing, hand washing, toileting, etc.</p> <p>Participates in group cooking activity by activating a communication device to read a picture/word recipe.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.



Strand 2 : 5-8 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

Student Learning Expectation/Objective	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.6.</u> Read and follow directions.</p>	<p>Locates desired product in a store by recognizing context cues.</p> <p>Understands the meaning of universal symbols in community settings (enter/exit, restrooms, not/no symbol).</p> <p>Reads information to select the correct school bus.</p> <p>Locates service numbers in telephone book.</p>	<p>Identifies items of choice in catalogs.</p> <p>Follows pictorial directions to assemble a model, puzzle, or 3-D puzzle.</p> <p>Uses the mall directory to locate the video arcade.</p> <p>Uses the entertainment section of the newspaper to locate the movie of choice.</p>	<p>Follows picture/word sequence cards to complete a work task.</p> <p>Follows a daily classroom schedule.</p> <p>Uses a template to fill in personal data forms.</p> <p>Reads and follows safety labels on cleaning products e.g., danger, poison.</p>	<p>Follows picture/word directions for adding laundry soap or softener to washing machine.</p> <p>Follows prescribed steps in loading family's dishwasher.</p> <p>Follows picture/word or Braille sequence cards to make a snack.</p> <p>Sets microwave timer in accordance with directions for frozen dinner.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : 5-8 Reading

Content Standard 1: Student will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.12.</u> Establish purpose for reading.</p>	<p>Reads directional signs in school hallways (music room, men’s or women’s restroom).</p> <p>Follows a routine to “Place Order” or “Pick Up Food” in restaurant with posted signs.</p> <p>Helps select vocabulary symbols for inclusion on communication device.</p> <p>Understands he or she will be able to cross street at location of “walk signal” button.</p> <p>Identifies and orders food at fast food restaurant from picture menu.</p> <p>Differentiates that some books include true stories, others do not.</p>	<p>Clips pictures or articles of interest to compile a scrapbook.</p> <p>Reads rules for a playing a game.</p> <p>Identifies amount of money needed to purchase candy from a machine.</p> <p>Builds model following assembly diagram.</p> <p>Locates “restrooms”, “exit”, etc. in various recreational facilities.</p>	<p>Understands photo sequence cards represent actual job task.</p> <p>Reads Brailled listing or picture/word sequence of daily job assignment.</p> <p>Uses picture/word schedule to make choice when offered more than one job assignment.</p> <p>Reads labels to identify supplies to use during collaborative groups.</p> <p>Shows photo ID card upon request.</p>	<p>Uses Search engine on Internet to locate recipe for a special occasion dish.</p> <p>Places order from printed or Braille menu when in a restaurant.</p> <p>Goes to web-based local weather site to determine what clothing to wear for activity.</p> <p>Selects needed items of clothing for a school social from pictures.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 5-8 Reading

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.2.1.</u> Read a variety of materials for a variety of purposes.</p>	<p>Locates store names on shopping center sign or mall directory.</p> <p>Reads and follows school rules posted in cafeteria or classroom.</p> <p>Uses aisle signs to locate items on a list to be purchased in grocery store.</p> <p>Locates crosswalk sign to find location of crosswalk to cross the street.</p> <p>Recognizes that flashing yellow light or a direct “Caution” sign might indicate a situation in which he or she needs to exercise particular care.</p>	<p>Operates simple audio tape recorder or radio by using symbols on buttons of machine.</p> <p>Identifies players of a team according to numbers or line-up card.</p> <p>During arts and crafts class utilizes picture/word directions to draw a picture.</p> <p>Matches game pieces on game board needed to play games with peers.</p> <p>Selects peer buddy by using classmates’ photo for free time activity.</p> <p>Locates information from phone book from Arkansas Relay Service to call a friend who is hearing impaired.</p>	<p>Follows pictures and symbols to complete job task.</p> <p>Follows picture or Braille sequence cards to complete a multistep job task.</p> <p>Selects materials from a supply list to complete a job.</p> <p>Sorts materials into appropriate bins by reading bin labels at recycling station.</p>	<p>Completes laundry according to picture/word sequence.</p> <p>Mixes ingredients as directed on food box label.</p> <p>Chooses “H” and “C” water temperature for hand washing.</p> <p>Recognizes family members, peers and teachers by individualized touch cues.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 5-8 Reading

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
R.2.2. Self-select reading materials from libraries and other sources.	<p>Locates “information”, “service desk” by label in various community building.</p> <p>Reads call numbers and name to locate desired library book for checkout.</p> <p>Finds accessible restroom on locator map.</p> <p>Recognizes media center symbol on communication system or picture/word or schedule.</p>	<p>Recognizes video game machines of choice by reading picture/word.</p> <p>Selects magazines and other age appropriate media of choice to read.</p> <p>Makes purchase from vending machine identifying meaning of patterned alphabetic or numeric codes.</p> <p>Makes selection at rental store of videos that correspond to hobby or interest by scanning titles.</p>	<p>Reads information about jobs from various sources (e.g. interest, career magazines, newspapers, books).</p> <p>Uses a supply checklist, identify appropriate safety equipment, as called for in designated areas.</p> <p>Chooses appropriate clothing for different jobs by using eye gaze photographs or pictures of clothing items on e-tran.</p>	<p>Uses clothing catalogs to select clothing items to purchase.</p> <p>Selects washing machine setting by reading labels on clothes to care for clothing.</p> <p>Uses a personal address/phone book to contact friends, family and take out food places.</p> <p>Selects and follows a 2-step picture/word recipe for a snack.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 9-12 Reading

Content Standard 1: Student will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.1.2.</u> Read and analyze material written for a general audience to meet personal goals, e.g., individual improvement, leisure activities, confirmation of theory.</p>	<p>Identifies various sections of newspaper to determine community activity.</p> <p>Matches advertisements to corresponding stores in mall of preference.</p> <p>Determines probable locations of addresses according to street patterns or visual maps of desired places to visit.</p> <p>Places own food order from a picture/word menu.</p>	<p>Makes selection of materials from school library to help train a pet.</p> <p>Learns vocabulary or terminology associated with a hobby (e.g., geode, crystal, quartz).</p> <p>Indicates preferred activity on community parks and recreation schedule.</p> <p>Understands referee's gestures and calls for sporting events, e.g., touchdown, out, etc.</p>	<p>Selects job information of interest at job fair.</p> <p>Understands job responsibilities presented in a numbered list or narrative.</p> <p>Uses self-monitoring picture/symbol/word checklist for following classroom rules.</p> <p>Uses a written job task analysis to complete a job.</p>	<p>Locates grocery ads in newspaper to make grocery list.</p> <p>Follows a grooming/hygiene checklist to care for personal needs.</p> <p>Uses a food nutrition pyramid to select healthy food items.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : 9-12 Reading

Content Standard 2: Student will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
R.2.1. Read frequently a variety of materials for varied purposes including enjoyment and problem solving.	<p>Uses a street map to locate public library.</p> <p>Locates all needed grocery items from a word/picture list in a supermarket.</p> <p>Locates order sign and use menu billboard behind counter to place food order.</p> <p>Orders from printed or picture/word menu.</p> <p>Locates desired items in sale ads.</p> <p>Chooses appropriate restroom word or picture/symbol for own gender.</p>	<p>Makes personal selections by reading titles in video rental store.</p> <p>Reads street name to locate friend's or relative's address.</p> <p>Activates switch to indicate number displayed on All-Turn-It (spinner) when playing a board game with peers.</p> <p>Replaces CD or cassette tape in matching storage case.</p> <p>Uses an alternating color pattern to complete a craft activity/product (necklace, placemat).</p> <p>Plays scrabble or other word fame during free time.</p>	<p>Recognizes abbreviations of names of days in the week on a work calendar.</p> <p>Reads safety signs posted in work place.</p> <p>Locates and identifies Braille Activity Examples in primary work area(s).</p> <p>Follows emergency procedures according to manual at the worksite.</p> <p>Uses a diagram to perform an assembly task, e.g., fast food preparation, setting the table, loading dishwasher.</p> <p>Reads address labels to distribute mail.</p>	<p>Completes household chores from a written "to do" list.</p> <p>Matches picture/word of items to actual items needed in recipe.</p> <p>Sorts laundry by color or label before washing clothes.</p> <p>Puts dishes away in appropriately labeled cupboard.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 2 : 9-12 Reading

Content Standard 2: Student will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.2.2.</u> Extend and expand personal reading interests, e.g., print and online newspapers, magazines and journals.</p>	<p>Uses company logos (graphics, words) to indicate preference regarding where to shop.</p> <p>Uses crosswalks to cross street.</p> <p>Interprets the universal symbol “Ø” superimposed over a picture of an object to mean the same thing as “NO” (skateboarding, bicycling, smoking).</p> <p>Finds store location on shopping mall directory map.</p> <p>Points out location on map to indicate desired destination.</p>	<p>Uses assembly diagram(s) to guide assembly of a model.</p> <p>Follows directional signs for outdoor fitness trail.</p> <p>Locates concession stand sign/symbol at facility, or on map in event program.</p> <p>Chooses combination meal at fast food restaurants by using picture/word menu.</p>	<p>Follows picture/word duty schedule from job coach or supervisor.</p> <p>Uses print or pictures on exterior of storage room boxes for stocking shelves.</p> <p>Stores equipment/ supplies according to schematic.</p> <p>Identifies pictures/names of coworkers on communication board.</p> <p>Selects appropriate cleaning materials from the storage area to clean cafeteria tables.</p>	<p>Reads names of ingredients common to favorite recipes.</p> <p>Reads published menu to decide whether to pack or purchase lunch tomorrow.</p> <p>Identifies, from a list, appropriate cleaning supplies and tools to clean the house.</p> <p>Locates names of favorite food items on printed restaurant menu.</p> <p>Uses speed dial to phone a friend.</p> <p>Reads shopping ads to make a grocery list for items needed.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 9-12 Reading

Content Standard 2: Student will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>R.2.5.</u> Use electronic media for language arts purposes.</p>	<p>Completes a computer-assisted, self-study task assignment.</p> <p>Uses an alternate keyboard to access Internet for information.</p> <p>Gives a book report using an augmentative communication device.</p> <p>Uses a CD-Rom to select graphics to use in a group project.</p>	<p>Locates preferred videotape at video rental location.</p> <p>Locates time and channel for favorite show on written television schedule.</p> <p>Uses electronic newspaper on Internet to choose desired entertainment.</p> <p>E-mails friends, family, or pen pal.</p> <p>Reads a picture/word cue to perform karaoke.</p>	<p>Reads name in selecting electronic time card to begin and end work.</p> <p>Uses a word processing program to complete a resume template.</p> <p>Follows directions on photocopy machine to complete job task.</p> <p>Researches job opportunities using software or internet to write a report.</p>	<p>Uses a personal digital assistant, e.g., electronic rolodex, palm pilot, to check appointments.</p> <p>Activates environmental control unit to operate appliance or household switch.</p> <p>Follows picture/word recipe to operate a microwave oven in a cooking activity.</p> <p>Operates clothes dryer by setting time and temperature according to clothing care labels.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.



Strand 3 : K-4 Listening, Speaking, & Viewing

Content Standard 1: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.1.</u> Listen for a variety of purposes such as enjoyment, information and details.</p>	<p>Recognizes that a raised inflection at the end of a sentence indicates an answer is needed.</p> <p>Responds to tactile sign language by following a simple direction.</p> <p>Models teacher’s activation of three-icon sequence to produce spoken word on communication device.</p> <p>Goes toward a group engaged in conversation, when sees group of people signing or gesturing.</p> <p>Moves in search of conversation sources when hears others talking.</p> <p>Attends when name is called.</p>	<p>Echoes refrain of a story that has a unique rhythm pattern.</p> <p>Discriminates recorded versions of favorite song by different artists.</p> <p>Begins to respond to songs having short words in a familiar refrain.</p> <p>Soothes to quiet music or steady beat.</p> <p>Laughs at funny parts of a story read aloud by teacher.</p> <p>Moves in response to lively music.</p> <p>Alerts to change coming from outside to inside.</p>	<p>Orients self toward speaker or signer.</p> <p>Responds to physical prompt to begin work.</p> <p>Reports immediately to class when bell rings.</p> <p>Orients body towards teacher’s voice or touch cue.</p> <p>Waits for visitor to finish speaking before interrupting conversation.</p> <p>Imitates teacher’s sign for “finished” upon completion of a task.</p> <p>Indicates next activity on visual work schedule following teacher direction to “check your schedule.”</p>	<p>Picks up telephone receiver when phone rings.</p> <p>Turns head toward source of food when offered a choice of food/drink.</p> <p>Removes microwave snack when bell rings.</p> <p>Continues a behavior or expression when others laugh with him or her.</p> <p>Recognizes voices of peers of family members.</p> <p>Responds to requests to go get grooming/ dressing item, e.g., brush, shirt, toothbrush.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : K-4 Listening, Speaking & Viewing

Content Standard 1: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.3.</u> Listen to reinforce and extend learning through the use of technology.</p>	<p>Touches active segment of Touch Window during a computer/ learning activity.</p> <p>Adjusts volume of voice output device to assure that store clerk can easily hear it.</p> <p>Persists with communication signal until desired partner response is achieved.</p> <p>Sequentially activates communication device to place an order when requested.</p>	<p>Presses switch with auditory prompt.</p> <p>Utilizes symbol system on communication board while playing with peers.</p> <p>Chooses computer game to play by describing the software of the game.</p> <p>Activates a switch/mouse to participate in a computer/electronic game.</p> <p>Points to 3 or 4 icons on a screen to choose activity after teacher announces free time.</p>	<p>Selects topic board of choice for conversation by choosing picture/word card or icon on communication device.</p> <p>Uses an 8-message talker to have a conversation during a classroom activity.</p> <p>Indicates next step in work activity by looking at picture/word card on ETRAN when teacher asks, "What's next?"</p> <p>Uses a head pointer to spell name when asked to give personal data.</p>	<p>Associates sound of alarm clock with appropriate picture on communication device.</p> <p>Uses topic board to converse with family regarding steps in nightly routine.</p> <p>Activates switch to make a choice at snack time when offered by teacher.</p> <p>Activates a voice output device to hear parent or sibling's recorded message.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 3 : K-4 Listening, Speaking & Viewing

Content Standard 1: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.10.</u> Contribute to class and small group discussions.</p>	<p>Creates a simple sentence telling about similar experience.</p> <p>Responds appropriately to “wh” questions relative to class discussion topic (who, what, where, why, when).</p> <p>Orients body or face toward person in the group who is speaking.</p> <p>Takes turn in communication interaction, keeping with conversation topic.</p> <p>Participates in thumbs up or thumbs down total class response strategy.</p>	<p>Uses communication device to answer questions about story read orally to the class by teacher.</p> <p>Indicates the desire to withdraw from game or activity with group by using communication system.</p> <p>Participates in playing the guessing game, “I see something _____”.</p> <p>Focuses eyes and smiles as siblings/peers play on floor.</p> <p>Remains seated when playing a table game with friends.</p> <p>Takes turn in “knock, knock” jokes with peers.</p> <p>Shows peers how to set up pieces for a game.</p>	<p>Shows classroom teacher a manual sign just mastered for a classroom chore.</p> <p>Hands a picture to teacher when given pictures of job choices during group kitchen activity.</p> <p>Works with group to make a paper mache’ project.</p> <p>Uses a step-by-step communicator to call out spelling words for a group.</p>	<p>Tells about weekend activities during circle time.</p> <p>Shows photos in album or scrap book to classmates.</p> <p>Uses a switch/power link to activate a cooking appliance, e.g., toaster, blender, during food preparation with group.</p> <p>Uses an eye gaze frame to look at which piece of clothing matches the weather in a class discussion.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : K-4 Listening, Speaking & Viewing

Content Standard 1: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.31.</u> Give immediate, respectful, detailed feedback to a variety of speakers.</p>	<p>Replies when teacher directly “calls on” him or her by name.</p> <p>Makes comment(s) related to topic during class discussion.</p> <p>Responds to greeting by making eye contact or gesture when in the community.</p> <p>Uses an appropriate way to say “no” to requests or demands.</p> <p>Orders food upon request by the counter person.</p>	<p>Gives an answer to peer’s query “Whatcha’ wanna do?”</p> <p>Corrects peer in a polite way when not following the directions in a game.</p> <p>Speaks using quiet voice in school library when asking for assistance to check out a book.</p> <p>Gives response after being greeted by peers.</p>	<p>Raises hand for needed help in classroom.</p> <p>Tells the teacher three or more steps involved to complete task.</p> <p>Answers “what if” questions, e.g., “What if your pencil lead breaks?”</p> <p>Corrects action or changes behavior after being corrected by teacher.</p> <p>Uses a communication device to say “here” during morning roll call.</p>	<p>Shakes head “no” in response to nonpreferred cafeteria selection.</p> <p>Gets alarm clock when parent or caregiver talks about time he or she needs to get up the next morning.</p> <p>Answers “What did you do last night or weekend?” when asked by the teacher.</p> <p>Provides feedback to therapist who is adjusting adaptive equipment e.g., “Is that comfortable?”</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.2.</u> Expand content-specific and personal vocabularies in listening and speaking.</p>	<p>Identifies appropriate verbs, nouns, and adjectives on communication board or device.</p> <p>Uses words “before” and “after” to accurately describe events in a story.</p> <p>Uses personal titles with proper names (Ms., Dr., Mr., Miss).</p> <p>Gives number to call in case of an emergency in correct order (911).</p> <p>Says “Hi, how ya doin?” to someone in the hallway by using single switch communication device.</p> <p>Tells bus driver the name of the stop at which he or she needs to de-board.</p>	<p>Tells simple story to friend or young child.</p> <p>Echoes refrain of a popular song/poem that has a unique rhythm pattern.</p> <p>Tells the peer what he’s been doing when a peer says, “What’s up?”</p> <p>Repeats a joke he or she has been told to a friend.</p> <p>Understands peers’ use of age-appropriate slang (that rocks, raise the roof).</p>	<p>Responds with appropriate greeting while performing school job.</p> <p>Incorporates coworker’s names in greetings.</p> <p>Answers personal information question (name, address, parent or caregiver’s name).</p> <p>Gives a personalized greeting to a coworker.</p> <p>Uses vocabulary appropriate to work site for chronological age (restroom, break).</p> <p>Describes tools and supplies with color, texture, and/or size words.</p>	<p>Refers to commonly used household products by brand names, as well as object or function words.</p> <p>Responds to questions answered by “today”, “yesterday”, or “tomorrow”.</p> <p>Uses body movement, vocalization, or facial expression to request continuation of an activity once it has been discontinued.</p> <p>Repeats directions for making a sandwich to a peer or teacher before making.</p> <p>Uses social conventions during mealtime conversations, e.g., please, thank you.</p>

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Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.3.</u> Comprehend oral instructions.</p>	<p>Follows verbal instructions to check out at a store.</p> <p>Confirms understanding of teacher’s directives by re-verbalizing them, in order.</p> <p>Answers a direct question posed to him or her by a teacher or administrator.</p> <p>Leads store clerk to desired item on out-of-reach shelf when asked, “May I help you?”.</p> <p>Responds to questions regarding how assistance may be provided (“May I help you?”</p>	<p>Indicates choice of two game selections when asked “What do you want to do?” by a peer.</p> <p>Participates in game by following rules previously given.</p> <p>Participates in a call dance, e.g., square dance, line dance.</p> <p>Participates in game by following rules as they are called out during the game, e.g., red rover, mother may I.</p>	<p>Shows anticipation of being helped out of wheelchair, as coworker approaches and offers assistance.</p> <p>Accepts teacher’s explanation for re-ordering of class activities (assembly, school pictures, ½ day of school).</p> <p>Indicates the completion of a task with gesture/sign for “finished.”</p> <p>Follows directions to leave work task and begin another.</p> <p>Clarifies understanding of job responsibilities by repeating them to job coach.</p>	<p>Realizes it is time to leave when requested to “Get your coat”.</p> <p>Demonstrates appropriate hygiene or grooming routines by following oral instructions.</p> <p>Sets the table for lunch or dinner after given directions by family number.</p> <p>Learns how to use the phone through role playing or scripting.</p>

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Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.4.</u> Give and follow directions.</p>	<p>Shows and tells others how to use augmentative device to communicate.</p> <p>Utilizes picture/auditory feature of assistive communication device to provide information to others.</p> <p>Signs “stop” to therapist who is engaging him or her in range or motion exercises.</p> <p>Orders in a fast food restaurant by combo meal number, as well as by individual item.</p> <p>Grasps pencil or object when suggested by a peer.</p> <p>Follows non-verbal signs or body language from others.</p>	<p>Plays “Simon Says”.</p> <p>Tells new acquaintance how to play a particular game.</p> <p>Points to CD player and indicates the desire to hear music.</p> <p>Tells peer what the “next step” is for completing a joint craft project.</p> <p>Requests peers’ assistance during a class rec/leisure activity.</p> <p>Asks teacher for additional paint to complete art project.</p> <p>Requests to be a particular friend’s partner in a game.</p>	<p>Indicates who to alert on the job site in case of an emergency.</p> <p>Follows simple directions regarding classroom routine.</p> <p>Tells assistant how to help him or her get up from the floor.</p> <p>Repeats steps required to perform a job task.</p> <p>Places object on the table upon request.</p> <p>Responds to cue to begin and/or end job task.</p> <p>Signs “more” to ask teacher to spray more cleaner on a table.</p>	<p>Takes parent or sibling, physically, to cabinet where desired item is kept.</p> <p>Hands someone a food container he or she would like to have opened.</p> <p>Responds to gesture to “come here”.</p> <p>Repeats steps of personal care routine.</p> <p>Demonstrates for someone how to make a simple snack.</p> <p>Requests assistance to open food or drink packaging in cafeteria.</p>

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Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.13.</u> Make and respond to introductions.</p>	<p>Uses appropriate greeting with peers (“what’s happenin’?”, high five).</p> <p>Imitates support person’s sequence of manual signs or gestures to communicate with unfamiliar person.</p> <p>Uses appropriate personal touch sign to say “hello” to friend who cannot see or hear.</p> <p>Shakes the hand of the person extending it.</p> <p>Extends hand to greet friend’s acquaintance, to which he or she was just introduced.</p>	<p>Responds to social greetings.</p> <p>Invites peers to play game following introduction.</p> <p>Uses single switch communication device to greet peers during free time.</p> <p>Raises head in response to introduction to unfamiliar person.</p>	<p>Approaches coworker and extends hand to shake upon arrival at job site.</p> <p>Introduces coworkers to unfamiliar persons.</p> <p>Introduces self to supervisor during role-play of interview.</p>	<p>Activates a communication device to introduce self and share information about family.</p> <p>Introduces parents to school staff.</p> <p>Makes name sign for self and family members.</p>

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Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.14.</u> Use clear, concise language when speaking.</p>	<p>Requests food displayed on menu board in cafeteria.</p> <p>Dials “0” and requests operator assistance.</p> <p>Asks, at the service desk, where a particular item might be found in the store.</p> <p>Asks the store employee where a particular item might be found in the store.</p> <p>Asks for assistance in getting an item when it is out of reach.</p> <p>Uses familiar school bus driver’s first name when boarding and deboarding bus.</p>	<p>Calls directory assistance and requests friend’s telephone number.</p> <p>Communicates “No” when asked to play a game or participate in activity that is not desired.</p> <p>Communicates a request for a snack at movie theater.</p> <p>Indicates both personal desire to have an item and the name of that item (“want coke”).</p>	<p>Uses “sir” or “ma’am” when speaking with work supervisor.</p> <p>Requests equipment or supplies needed to complete assigned job.</p> <p>Uses vocabulary appropriate to work site for chronological age (restroom, break).</p> <p>Signs “finished” or “done” after completing job tasks.</p> <p>Indicates need for restroom break.</p>	<p>Provides personal information orally, e.g., name, telephone number, address.</p> <p>Carries communication notebook between school and home and gives it to the appropriate person.</p> <p>Points to, touches, or leads adult to pantry door, where favorite snacks are stored.</p> <p>Opens magazine parent/teacher just closed to request that reading continue.</p> <p>Addresses service workers or medical personnel using appropriate titles of respect.</p>

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Strand 3 : 5-8 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.15.</u> Exhibit effective use of body and voice.</p>	<p>Cries when becomes uncomfortable in current position, to request change.</p> <p>Expresses discomfort with range of motion or stretching exercises during therapy.</p> <p>Responds with protest or pleasure by gesture/vocal when wheelchair is moved.</p> <p>Hands driver a card showing the address to which he or she wants to go.</p> <p>Holds arms out or up in the direction of desired person.</p> <p>Orders meal by pointing to item on picture menu.</p>	<p>Stops walking in front of video game wishing to play, when passing through arcade.</p> <p>Responds to change of picture on computer monitors by vocalizations, body movements, facial expression, eye gaze.</p> <p>Chooses a preferred item from another person's hands by reaching for it.</p> <p>Signs "more" when teacher closes book after a period or oral reading.</p> <p>Greets peer with "high five".</p> <p>Waves to friends from school bus when departs for home at the end of the day.</p>	<p>Uses hand to signal job coach's attention.</p> <p>Provides scribe with accurate information re: name, telephone number of emergency contact.</p> <p>Turns away or re-orient's body when asked if he or she would like to do a certain job.</p> <p>Protests when bored with work task by activating a voice output device that says "I need a break."</p> <p>Points to or reaches for desired person or object to complete a work task.</p> <p>Uses eye gaze to request item that is within field of vision.</p>	<p>Uses adult's hand to gesture toward needed kitchen item.</p> <p>Indicates need for restroom break signing, picture/word symbol.</p> <p>Indicates preferences(s) between food choices offered by parent or teacher by pointing to desired item.</p> <p>Smiles/waves at family members as they enter the door.</p> <p>Indicates need to wash hands by holding them up and going to washbasin.</p> <p>Lets person feeding him or her know that bit of food is too hot or too cold.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 3 : 9-12 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.1.</u> Work collaboratively to generate ideas and solve problems.</p>	<p>Participates with group in the preparation of a book report.</p> <p>Participates with cooperative group's in-class presentation.</p> <p>Participates in "thumbs up or thumbs down" total class response.</p> <p>Uses prerecorded response to participate in test review during class discussion.</p> <p>Waits patiently in checkout or cafeteria line.</p> <p>Locates the restroom when in a public place.</p>	<p>Indicates preferred activities in community parks and recreation schedule.</p> <p>Seeks manager's assistance when money is stuck in vending machine at ballpark.</p> <p>Requests librarian's assistance to locate materials.</p> <p>Takes turn at correct time in a game or activity.</p> <p>Requests to go to video rental store.</p> <p>Shows peer the location of a favorite department in the store.</p>	<p>Participates in role-play of job interview activity.</p> <p>Participates with group to develop a job sequence that works best for the particular job.</p> <p>Participates in collaborative group activity to identify good employee characteristics by activating a step-by-step communicator.</p> <p>Sets up work area before beginning work using picture/word sequence cards.</p>	<p>Shows beautician or barber a picture of how he or she would like to have hair cut or styled.</p> <p>Works with partner to load the dishwasher.</p> <p>Points to a photo/picture of recipe to indicate what comes next.</p> <p>Responds to touch cue by moving body part to assist in the toileting routine.</p>

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Strand 3 : 9-12 Listening, Speaking and Viewing

Content Standard 1: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>LSV.1.4.</u> Participate in activities, discussions, and/or debates.</p>	<p>Makes personal selections in video rental store.</p> <p>Identifies landmarks unique to own community (statue, park, carousel, museum).</p> <p>Leads store clerk to shelf where desired item for purchase is displayed.</p> <p>Makes phone call from coin-operated pay telephone.</p> <p>Uses picture communication device to purchase postage at the post office.</p> <p>Participates with class members when national anthem is played.</p>	<p>Seeks out specific types of music CDs in entertainment store (rock 'n roll, country, rap).</p> <p>Sets selection dial on radio to preferred station.</p> <p>Participates in act for school talent show with a group of peers.</p> <p>Takes part in preparation or presentation of fine arts performance (art, band, chorus, drama).</p> <p>Selects own library materials for checkout.</p> <p>Explains rules of a game to friends.</p>	<p>Reacts to supervisor's advice by correcting work behavior.</p> <p>Completes job task after given instructions by supervisor.</p> <p>Uses switch to activate electric stapler in a collating activity.</p> <p>Communicates with transportation provider regarding time and place of job activity.</p> <p>Uses vending machine during break.</p> <p>Participates in transition IEP meeting discussion.</p>	<p>Tastes food, then indicates need for salt or pepper.</p> <p>Identifies necessary budget to live in the community.</p> <p>Follows a checklist on grooming/hygiene routines.</p> <p>Activates a switch to advance slide in a family or school slide show.</p> <p>Activates a switch to use a blender to make a smoothie or shake.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 1 : K-4 Number Sense, Properties, and Operations

Content Standard 1: The Student will communicate an understanding of the properties of numbers and operations (add, subtract, multiply, divide).				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.1.1.</u> Demonstrate number sense (concepts of counting, grouping, and place value) using manipulatives.</p>	<p>Distributes one paper or piece of equipment to each member in class.</p> <p>Complies with “buddy system” on community trip, staying with a partner to make a group of two.</p> <p>Counts number of peers in cooperative work group.</p> <p>Moves two or more groups of manipulatives together physically when teacher or peer says to “add.”</p> <p>Counts aloud or by sign as teacher handles mathematical manipulatives.</p> <p>Puts the correct number of each itemized purchase from grocery list into shopping cart.</p>	<p>Moves game piece by the designated number of moves indicated on a spinner.</p> <p>Gives each person a different color game piece.</p> <p>Participates in a game that involves matching tiles with equivalent dot configurations, e.g., Rummicube, dominoes.</p> <p>Counts the dots that represent each numeral on a number cube when playing a game, e.g., Yahtzee, Sorry.</p> <p>Follows teacher’s directive to “add minutes” to free time reward.</p>	<p>Offers one milk carton to each person who passes through the cafeteria line.</p> <p>Matches the value of penny, nickel, dime, quarter to the number symbol.</p> <p>Sorts change by value, e.g., 5 pennies for a nickel, 2 nickels for a dime, etc. to purchase supplies in the school store.</p> <p>Sorts construction paper by colors in teacher workroom.</p> <p>Counts only the learners who are present to determine the daily attendance that will be recorded.</p>	<p>Understands, when looks in the cookie jar and finds it empty, that none are currently available.</p> <p>Sets table using template for each family member.</p> <p>Removes correct quantity of ingredient from refrigerator when recipe calls for one egg, one carrot, etc.</p> <p>Places one salt and one pepper shaker on each table by matching to a model.</p> <p>Pairs up socks from laundry in sets of two.</p> <p>Adds correct number of measures of ingredients called for in recipe (two cups, three eggs).</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 1 : K-4 Number Sense, Properties and Operations

Content Standard 2: The student will demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.2.1.</u> Represent numbers and operations (add, subtract, multiply, and divide) in a variety of forms using manipulatives, symbols, and graphs (pictographs, etc.).</p>	<p>Records tally marks correctly, in groups of five (four lines and diagonal slash) to keep track of completed work.</p> <p>Understands the universal symbol (<math>\emptyset</math>) means “none” of the crossed out picture is allowed (no smoking, no skateboards).</p> <p>Locates homeroom by reading numerals posted on the side of classroom doors.</p> <p>Removes items from a group of manipulatives when teacher or peer directs learner to “subtract one.”</p> <p>Orders combination meal at fast food restaurant by meal number as displayed on menu.</p>	<p>Assembles correct number of smaller mathematics manipulatives, end-to-end, to equal one longer manipulative.</p> <p>Identifies quantities being weighed on a balance scale that is uneven as “not equal” in science class.</p> <p>Tells time by 5 minute, 15 minute, and/or 30 minute increments on an analog (traditional) clock.</p> <p>Calculates the amount of remaining money he or she has to spend after making purchases at a hobby/sports store.</p>	<p>Follows regular hourly schedule to get to classes at the appropriate periods of the day.</p> <p>Understands that a decimal point separates dollars and cents values in a written money expression.</p> <p>Correctly identifies the \$ and ¢ as indicating money amounts.</p> <p>Tells time (for break, lunch, quitting time) by reading a digital clock display.</p> <p>States the values of: one, five, ten, and/or twenty-dollar bills.</p> <p>Presses switch or designated key one time to produce a message.</p>	<p>Sets table with appropriate number of type of utensils at each place setting.</p> <p>Assembles correct number of ingredients, as indicated on picture recipe.</p> <p>Answers question regarding how many loads of laundry have been completed.</p> <p>Feeds class pet designated amount of food each day according to posted chore list.</p> <p>Matches expiration date stamped on milk carton with date on calendar</p> <p>Estimates the amount of money needed in order to purchase all ingredients to make favorite snack.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 1 : 5-8 Number Sense, Properties and Operations

Content Standard 1: The student will communicate an understanding of the properties of numbers and operations (add, subtract, multiply, divide).				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.1.3.</u> Represent numbers and operations in a variety of equivalent forms (including models, tree diagrams, and symbols).</p>	<p>Chooses items for lunch that correspond with the amount of money available to spend.</p> <p>Understands that each item put into the shopping cart will cost something in order to take it home.</p> <p>Continues depositing coins into a vending machine until money adds to the amount required for purchase.</p> <p>Orders combination meal at fast food restaurant by meal number as displayed on menu.</p>	<p>Adds tally marks in groups of five to a running record to keep score in a game.</p> <p>Recognizes that more weight is on one side that the other when a picnic table tips as person or heavy object is placed on it.</p> <p>Matches channel on television remote that corresponds with numeral printed on program guide.</p> <p>Makes matched pairs with playing cards during game.</p> <p>Recognizes need to have money to play a video game in an arcade.</p>	<p>Estimates the number of hours/days needed to work in order to have enough money for a desired purchase.</p> <p>Responds with correct answer when supervisor asks, “How many more tables do you need to restock?” (salt, napkins)</p> <p>Recognizes the need to add more items to a complete set for packaging.</p> <p>Matches dates on written work schedule to dates on personal calendar.</p> <p>Identifies one, five, ten, and twenty dollar bills in mathematics class.</p> <p>Puts numbered parts in a numeric order for storage or display.</p>	<p>Recognizes that more dishes will be required for lunch if peers have been invited to stay and eat.</p> <p>Fills individual snack bowls, for everyone with similar amounts of popcorn.</p> <p>Removes all white pieces of clothing from dirty laundry to assemble one load for the washing machine.</p> <p>Places dirty dishes in dishwasher, grouping similar items together in racks.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 1 : 5-8 Number Sense, Properties, and Operations

Content Standard 2: The student will demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.2.5.</u> Communicate using appropriate vocabulary as it relates to the real number system in real-world situations (e.g. , integers, whole, rational, irrational, natural/counting, etc.)</p>	<p>Adds tax to total price when shopping using calculator.</p> <p>Asks for the correct number of additional items needed when asked to distribute to classmates, but comes up short.</p> <p>Recognizes coins appropriate for insertion into vending machine.</p> <p>Identifies pennies, nickels, dimes, and quarters in school cafeteria.</p> <p>Explains that two halves of an object or item are equal to one another and combine to make a whole.</p> <p>Realizes that various coin denominations are “money” or “change.”</p>	<p>Splits the group of friends or peers into equal teams (/).</p> <p>Locates songs in a given ordinal position on a music CD.</p> <p>Identifies all CDs or audiotapes of favorite artist from friend’s collection.</p> <p>Separates cards in a given suit from a deck of playing cards.</p> <p>Participates in a game that involves matching tiles with equivalent dot configurations.</p> <p>Assembles materials needed for favorite craft activity from cabinet of art supplies.</p>	<p>Double clicks (i.e., two times) with computer mouse to open desired file.</p> <p>Presses numeral keys on a calculator to coincide with numbers named by peers or teacher during a lesson.</p> <p>Puts genuine coins in coin sorter machine.</p> <p>Sorts recyclable materials by primary medium (glass, paper, cardboard, plastic)</p> <p>Selects one item from container of many (milk from milk cooler, book from library shelf).</p>	<p>Recognizes situations when coins are needed or preferred (pay phone, Laundromat, vending machines).</p> <p>Locates similar textures of surfaces in physical environment to those found on orientation and mobility map.</p> <p>Identifies items from shopping list that can be located within same department of store.</p> <p>Compares the sizes of two sets of manipulatives in mathematics class by matching one item from each group.</p> <p>Separates US coins, video game tokens, and bus tokens.</p>

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Strand 1 : 9-12 Number Sense, Properties and Operations

Content Standard 1: The student will communicate an understanding of the properties of numbers and operations (add, subtract, multiply, and divide).				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.1.1.</u> Represent numbers in a variety of equivalent forms, (e.g. fraction, decimal, percent, scientific notation, powers and roots).</p>	<p>Understands that account balance on a statement received in the mail represents the total amount of money in the bank.</p> <p>Counts the correct number of blocks traveled in one direction before making a turn to the right or left.</p> <p>Continues depositing coins into a vending machine until money adds up to the amount required for purchase.</p> <p>Buys packages of hot dog buns that matches the number of hot dogs purchasing.</p> <p>Makes a deposit by adding money to the account; make a withdrawal to subtract money.</p>	<p>Understands that an admission fee is required to many entertainment activities (movie, sporting events, museum).</p> <p>Keeps a written record of the number of times performs each exercise in fitness routine.</p> <p>Participates in card games that require players to collect four matching cards.</p> <p>Moves appropriate distance on game board indicated on card selected.</p> <p>Participates on a relay team in track consisting of four members, who run equal distances.</p>	<p>Counts number of tally marks recorded to represent the amount of work completed.</p> <p>Matches time for break written on schedule card to digital clock.</p> <p>Calculates extra hours worked beyond the “normal work week” to determine overtime pay.</p> <p>Identifies paydays as the 2<sup>nd</sup> and 4<sup>th</sup> Fridays on a calendar page.</p> <p>Puts one seed in each starter pot at the greenhouse.</p> <p>Assembles sets of 10 washers, 10 wing nuts, and 10 bolts into 10 units for packaging.</p>	<p>Sets kitchen timer to correspond with cooking time printed on recipe.</p> <p>Sets microwave timer for specified number of minutes, as requested by parent or caregiver.</p> <p>Combines dry ingredients and liquid ingredients to make cake batter.</p> <p>Combines two or more types of canned food to create a new dish (fruit salad, casserole).</p> <p>Divides the remaining portion of favorite dessert into pieces and checks to see if pieces are essentially equal.</p>

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Strand 1 : 9-12 Number Sense, Properties, and Operations

Content Standard 2: The student will demonstrate and apply knowledge of numbers and numerical relationships to real-world situations.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>NPO.2.1.</u> Select and use appropriate problem solving methods (e.g. solve a simpler problem, write an equation, make a table or graph, draw a picture) and tools (e.g. calculator, computer, manipulatives, pencil and paper, model).</p>	<p>Determines correct amount when companion asks, “How much more money would you need to buy a second?”</p> <p>Puts one quarter in each slot on the coin-operated washing machine.</p> <p>Counts the number of days, weeks, and months until school is out for summer vacation.</p> <p>Counts the number of minutes until lunch or the end of a class period.</p> <p>Identifies costs of various items in a store by reading numerals posted on pricing tags.</p>	<p>Identifies the number of outs or strikes a batter has, or outs in an inning, in a baseball game.</p> <p>Realizes that purchase of a movie ticket covers only the cost of admission and that additional money is required to purchase snacks.</p> <p>Locates and shows student identification to get a discount (sporting events, movie).</p> <p>Calculates the amount of money needed to purchase a special school spirit item.</p>	<p>Locates items in stock room according to shelf bin number, as directed by job coach.</p> <p>Records one tally mark for each package of materials placed in the correct slot in the shipping container.</p> <p>Locates prices for items displayed in break room vending machine, even if \$ and ¢ are not noted.</p> <p>Counts aloud or by sign as supervisor checks quantity of work completed.</p> <p>Responds with correct answer when supervisor asks, “How many more tables do you need to restock?” (salt, napkins).</p>	<p>Assembles correct number of ingredients, as indicated on picture recipe.</p> <p>Marks days off a calendar leading toward a special event.</p> <p>Reads home address from personal ID card to someone when asked.</p> <p>Counts the number of rooms to get to the lunchroom.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Geometry and Spatial Sense

Content Standard 1: The student will demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.1.1.</u> Sort, classify, and construct geometric shapes/figures and objects using a variety of manipulatives.</p>	<p>Recognizes the various shapes painted on a gymnasium floor – circle, rectangle (lane), half circle (free throw area).</p> <p>Sorts like shaped pattern blocks by color and shape.</p> <p>Classifies survival signs/pictures by shape.</p> <p>Gives the name of a shape shown when asked to identify it by teacher or paraprofessional</p>	<p>Puts away game pieces at the conclusion of a board game, matching like pieces with the model pieces placed in each storage slot.</p> <p>Constructs a tessellation on paper using geometric shapes to create a repeating pattern.</p> <p>Transfers self from wheelchair to floor for music activity.</p>	<p>Puts away cleaning supplies in classroom by sorting according to label that indicates shape and size.</p> <p>Locates shape on card and sorts with similar cards.</p> <p>Transfers from desk chair to standing at walker when requested.</p>	<p>Constructs figures using marshmallows and toothpicks.</p> <p>Constructs houses using manipulatives e.g. pattern blocks, sugar cubes.</p> <p>Assists with repositioning body for various tasks.</p> <p>Locates large or small pitcher for making Kool-Aid on request.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Geometry and Spatial Sense

Content Standard 1: The student will demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.1.5.</u> Demonstrate spatial awareness (positional relationship, size, direction, area, volume, etc.).</p>	<p>Puts right hand on heart during recitation of the Pledge of Allegiance.</p> <p>Maneuvers wheelchair through doorway to help determine if wheelchair will fit through the door.</p> <p>Raises foot sufficiently high to step up on curb, when crossing street, without stumbling.</p> <p>Reaches hand or part of own body toward an object or person.</p> <p>Waits to pass through a door one at a time when exiting.</p> <p>Walks “between” the lines to cross a street.</p>	<p>Follows instructor’s directives for moving through an obstacle course in physical education (“around” the cones, “under” the rope).</p> <p>Uses legs in a pumping movement pattern to gain/maintain momentum in swinging.</p> <p>Rotates folded game board 1/4 turn in order to put it away in a game board storage box</p> <p>Rotates or turns over videotape in order to successfully return it to its plastic case for storage.</p> <p>Maintains sitting balance when seated on backless chair.</p>	<p>Demonstrates personal proximity/space between two people that is acceptable.</p> <p>Uses name stamp to place name on designated space/position on the page.</p> <p>Recognizes general shape of restroom symbols from a distance.</p> <p>Locates notebook in the classroom.</p> <p>Locates geometric shapes in hidden pictures/activities.</p>	<p>Retracts his or her arm, when reaching too far forward in an attempt to pick up an object causes him or her to start to lose balance.</p> <p>Divides Hershey chocolate bar into individual pieces and distributes to classmates.</p> <p>Follows directions to place dishes in cabinet or dishwasher.</p> <p>Folds and puts dish towels in drawer.</p> <p>Maintains head control while seated at lunch table.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : K-4 Geometry and Spatial Sense

Content Standard 2: The student will solve problems that connect geometric applications to other topics in mathematics and other fields.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.2.1.</u> Estimate and measure the size of geometric figures/shapes in the real world (length, width, perimeter, area, volume, etc.)</p>	<p>Separates objects into two classes—large and small.</p> <p>Groups similarly shaped attribute blocks, as requested by teacher / paraprofessional (color, size, shape or thickness).</p> <p>Recognizes traffic signs by their shapes (stop, yield, railroad crossing).</p> <p>Orders manipulatives in mathematics class from shortest to longest e.g. cuisenaire rods.</p> <p>Identifies the actual item from a clear photograph of that item, taken from a variety of angles and / or top view.</p>	<p>Points to largest book on the table when asked.</p> <p>Inserts appropriate disks into various computer disk drives (floppy, CD).</p> <p>Stands / Positions self in wheelchair in line at movie theater without bumping into persons in front of / behind him or her.</p> <p>Matches type of music / movie source wishes to play with the appropriate piece of equipment e.g. compact disc with CD player, videotape with VCR.</p> <p>Matches the size and shape of ball to the correct sport.</p>	<p>Puts toys in tubs or bins until reaches the maximum volume.</p> <p>Identifies the tallest or shortest student when class is in straight line.</p> <p>Adjusts body posture to maintain balance when moving up / down at incline or ramp with walker / wheelchair.</p> <p>Transfers from chair to other area when requested.</p>	<p>Stacks like items according to size and shape e .g. hand and bath towels.</p> <p>Sorts silverware as it is removed from dishwasher.</p> <p>Identifies the plate with the most or least number cookies.</p> <p>Measures legs and arms with tape measure.</p> <p>Locates and goes toward the correct shape/size table on request.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 5-8 Geometry and Spatial Sense

Content Standard 1: The student will demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.1.4.</u> Establish and apply geometric relationships through informal reasoning (e.g. estimate angle measures).</p>	<p>Stops at service desk and makes inquiry e.g., where a particular item is located in the store then proceeds to find it.</p> <p>Locates the up or down escalators on each floor of a particular store by familiarity with their locations on other floors.</p> <p>Locates an item on the grocery shelf from a picture/word-shopping list.</p> <p>Turns table on its side when helping volunteers move it through a doorway.</p>	<p>Returns balls to proper storage location at the end of physical education class according to ball size / type.</p> <p>Chooses the size of beverage wanted to purchase from cups displayed on counter.</p> <p>Locates appropriately sized batteries for replacement in CD player, radio or switch.</p>	<p>Places food in designated sections of divided lunch tray when working on serving line in school cafeteria</p> <p>Sweeps trash in the dustpan by holding at proper angle.</p> <p>Wipes tables in cafeteria by using different angled strokes.</p> <p>Crushes aluminum cans to fit in a smaller container.</p>	<p>Follows request to put clothes “in” basket or closet.</p> <p>Pairs up laundered white tube socks according to their lengths.</p> <p>Groups similar canned goods in pantry / kitchen cabinets.</p> <p>Brushes teeth by angling brush to reach all areas of teeth.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 5-8 Geometry and Spatial Sense

Content Standard 2: The student will solve problems that connect geometric applications to other topics in mathematics and other fields.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.2.2.</u> Investigate geometric properties and use them to describe and explain situations in society and nature (e.g. why doors are rectangular, why honeycombs are hexagonal, why trusses are triangular).</p>	<p>Turns over, or rotates, one dollar bill in order to get vending machine to accept it for purchase.</p> <p>Pushes cart down aisle to locate item on list.</p> <p>Moves forward in line to wait turn while waiting to place order.</p> <p>Scans the wall to locate rectangular menu board.</p> <p>Locates own classroom on floor plan of school.</p>	<p>Participates in playing shape bingo – either by covering the shapes called or by calling the game.</p> <p>Separates jigsaw puzzle border pieces, which have at least one straight edge, from those that do not.</p> <p>Follows the rules requiring a player to hit a volleyball / badminton birdie “over” the net.</p> <p>Chooses most appropriate seating for self and peer at community concert (front, middle, rear).</p>	<p>Folds paper money according to denomination in different shape folds.</p> <p>Vacuums floor by first plugging plug in outlet accurately.</p> <p>Covers all floor area while cleaning by going around all unmovable objects on floor.</p> <p>Fills drink cups in cafeteria line before students arrive.</p>	<p>Maneuvers own wheelchair into appropriate position at table or desk.</p> <p>Maximizes cabinet space by stacking empty plastic food storage containers of same shape (but different sizes) one inside the other.</p> <p>Sweeps under the table in order to clean all of the crumbs.</p> <p>Folds all hand towels and bath towels according to pattern</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 2 : 9-12 Geometry and Spatial Sense

Content Standard 1: The student will demonstrate, construct, communicate, and apply the properties of geometric shapes and spatial sense to connect geometry with problem solving situations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.1.1</u> Describe, visualize, draw, construct and communicate ideas about geometric figures in one, two, and three dimensions.</p>	<p>Inserts one quarter and one dime in order to use pay telephone with posted charge of: local calls 35¢.</p> <p>Follows a picture schedule to return to put books and supplies “into” his or her locker.</p> <p>Locates his or her own locker whether approaches it from the right or the left.</p> <p>Determines which direction to walk on the street, to locate a certain address, by taking note of the progressively increasing / decreasing street numbers.</p>	<p>Attempts to locate shop item on store shelves that was advertised in sale ad.</p> <p>Locates wheelchair accessible restroom on state fairground’s map, and participates in planning a route to arrive there.</p> <p>Adjusts own body position to allow another person to move past him or her in a crowded area.</p>	<p>Restocks shelves appropriately, grouping new stock with items of similar size / shape.</p> <p>Expects to find work materials in a designated place and reports to his or her supervisor when items are not there.</p> <p>Recognizes his or her safety glasses, whether these are laying on work service, hanging up, wrapped in elastic band.</p> <p>Asks worker where he or she needs to go in order to turn in a job application, then follows turn right / left directions to personnel office.</p>	<p>Inserts electrical plug correctly into outlet, aligning three prongs with three holes or widths of connectors on polarized two-prong plug.</p> <p>Stacks clean linens with similarly sized items – bath towels, hand towels, and washcloths.</p> <p>Chooses appropriate baking dish that is called for in recipe (square, round).</p> <p>Gets out key when encounters a locked door upon arrival at home.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.



Strand 2 : 9-12 Geometry and Spatial Sense

Content Standard 2: The student will solve problems that connect geometric applications to other topics in mathematics and other fields.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>GS.2.1.</u> Solve real-world and mathematical problems using geometric models (e.g., maximizing and minimizing area and volume).</p>	<p>Inserts coins into appropriate slots on vending machine, according to size of opening.</p> <p>Uses the diagram of a department store’s layout to locate the type(s) of items wishing to buy.</p> <p>Assists in planning an efficient route for completing errands, using modified map of key community landmarks.</p> <p>Locates favorite stores in mall by returning to familiar base point after each store visit.</p>	<p>Estimates if the size of stage for school play allows enough room for wheelchair movement.</p> <p>Moves to his or her new position correctly, following rotation pattern, during volleyball game in physical education class.</p> <p>Follows supervisor’s directive to go and work “beside” a named coworker.</p> <p>Traces the emergency exit route from own workstation to safe location, from general safety procedures posted at his or her job site.</p>	<p>Matches inventory items to be restocked with those displayed appropriately on shelf, when packing box is opened from the top.</p> <p>Follows job coach’s request to select a particular work item from a variety of shapes.</p> <p>Recognizes and maintains the appropriate personal distance from coworkers and customers.</p> <p>Stacks boxes “on top” of pallets, according to job coach’s instructions.</p> <p>Adjusts body movements when carrying table-bussing tray, so as not to run into patrons as moves about dining room.</p>	<p>Puts dishes away grouping similarly sized glasses, plates together.</p> <p>Cuts shapes from a baked rectangular cake then reassembles pieces to create a new design before icing it.</p> <p>Returns laboratory equipment (test tubes, petri dish) to proper location at conclusion of science class by matching items to those that remained in storage</p> <p>Locates and moves to kitchen area for lesson.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : K-4 Measurement

Content Standard 1: The student will use measurement attributes (length, capacity, weight, mass, area, volume, time, money, temperature, scale, and angle) to describe and compare mathematical and real-world objects.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.1.1.</u> Demonstrate and apply the concept of comparison (large, small, long, short, etc.) according to given attributes (length, capacity, weight, mass, etc.)</p>	<p>Sorts rock samples into groups of those heavier than a designated weight and those lighter.</p> <p>Attempts to take place in line when teacher directs the group to “line up according to height”.</p> <p>Walks distance from one room to the next in the school by using an orientation and mobility map.</p> <p>Compares objects using measurement concepts (size, weight, length).</p> <p>Uses objects, pictures, symbols or words to set up activity schedule for the day.</p>	<p>Fills jars / bottles with liquid to varying heights in order to create different tones when the containers are struck.</p> <p>Assists with planting a tree and charting its growth.</p> <p>Compares the different size balls in the ball basket.</p>	<p>Fills same size containers with materials of different weights to discuss volume.</p> <p>Compares the sizes of two sets of manipulatives by matching items from each group.</p> <p>Locates item that does not belong with the set of similar items.</p>	<p>Re-shelves like items, arranging merchandise according to size e.g. hand &amp; bath towels.</p> <p>Compares cup sizes to determine which size cup to drink from.</p> <p>Compares the weight of different items in the pantry area of the kitchen.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : K-4 Measurement

Content Standard 2: The student will demonstrate the appropriate use of measuring instruments.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.2.1.</u> Select and use appropriate standard (inches, feet), non-standard (paper clip, thumbnail), and metric (centimeter, meter) measuring instruments (e.g. rulers, scales, measuring tape, yard stick, meter stick, thermometer, etc.).</p>	<p>Cuts materials into designated lengths from marked pattern(s) e.g. plastic, fabric, and wire.</p> <p>Weighs different items on a scale.</p> <p>Uses paper clips to find length of hand or foot .</p>	<p>Counts the time remaining until a holiday using the spaces on the calendar.</p> <p>Measures different colored sand for craft project.</p> <p>Measures correct amount of pet food for class pet.</p>	<p>Sets timer for break time amount following a specific work time.</p> <p>Follows a schedule according to time represented by matching clock face on the schedule with clock.</p> <p>Uses a measuring cup to measure water amount needed for plants.</p>	<p>Identifies weekends in classroom calendar.</p> <p>Uses a measuring cup to make Kool-Aid for snack time.</p> <p>Uses measuring spoons to measure ingredients for a recipe.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : K-4 Measurement

Content Standard 3: The student will apply measurement concepts to solve problems inside and outside the field of mathematics.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.3.1.</u> Estimate and measure quantities such as weight, length, area, volume, money, time, and temperature.</p>	<p>Identifies height and weight of each student.</p> <p>Uses correct number of pennies required to equal a certain amount of money that is exactly the same as the number of cents in that expression.</p> <p>Estimates which group of money has the greatest value.</p> <p>Chooses stack of coins that is the tallest or shortest.</p> <p>Estimates value of the two stacks of the same coins by comparing them.</p>	<p>Estimates which student has the tallest or shortest stack of cards.</p> <p>Estimates and measures the longest or shortest necklace after completing an arts/crafts activity.</p> <p>Locates area for game time when it is time for free time.</p>	<p>Demonstrates different ways to combine coins to equal \$1.00 e.g. four quarters, 10 dimes.</p> <p>Estimates the box that has the most volume.</p> <p>Chooses the short or long broom or mop when asked.</p> <p>Sets timer for a specified number of minutes when requested by teacher for a work session.</p>	<p>Uses communication device to answer time related questions e.g. when do you take a bath or go to bed.</p> <p>Matches clothing appropriate for the temperature outside.</p> <p>Eye gazes or points to empty/full glass upon request.</p> <p>Estimates which student has the most crackers during snack time.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 3 : 5-8 Measurement

Content Standard 1: The student will use measurement attributes (length, capacity, weight, mass, area, volume, time, money, temperature, scale and angle) to describe and compare mathematical and real-world objects.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M1.1.</u> Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures).</p>	<p>Estimates and uses hanging scale to weigh produce priced by the pound in the grocery store.</p> <p>Estimates and measures liquids in liters, quarts, and gallons.</p> <p>Estimates amount of money needed to purchase ingredients to make favorite snack.</p>	<p>Takes break after working for a specified amount of time.</p> <p>Fills in a calendar to keep track of scheduled entertainment events.</p> <p>Estimates the distance when walking for fitness around the school grounds.</p>	<p>Gives each plant in the greenhouse the same amount of fertilizer.</p> <p>Tells time (for break, lunch, quitting time) by reading a digital clock display.</p> <p>Stores tools used on the job by replacing them in the appropriate size container at the conclusion of a day's work.</p> <p>Estimates the time needed to get to the school cafeteria for work to leave classroom at the correct time in order to be punctual.</p>	<p>Selects correct size bowl for a cooking activity when given a choice of bowls.</p> <p>Selects a set of measuring spoons for adding small amount of ingredients (tsp., ½ Tbs.) to recipe in food class.</p> <p>Sets the water level on washing machine to match the size of a load of clothing to be laundered.</p> <p>Loads the dishwasher until it is full.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 3 : 5-8 Measurement

Content Standard 2: The student will demonstrate the appropriate use of measuring instruments.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.2.1.</u> Select appropriate units and tools (metric, customary and non-standard) to measure to the required degree of accuracy.</p>	<p>Reads the correct time using a circular clock (traditional, with / without numbers) and/or a digital / clock watch.</p> <p>Goes to the store and purchases 2 quarts of milk when the single ½ gallon size is not available.</p> <p>Selects correct amount of money to purchase from a vending machine.</p> <p>Understands that digital number time and the time on a clock face are the same (9:55 = 5 minutes until 10:00).</p>	<p>Locates the start times and dates of an entertainment event from a newspaper or flyer.</p> <p>Sets beeper on watch to indicate end of break time.</p> <p>Uses tape measure to measure distances in track and field competitions.</p> <p>Shoots basketball from different distances from the basket in competition.</p>	<p>Identifies when it is lunchtime, by reading a clock in work area.</p> <p>Asks coworker if they have five ones to exchange for a five dollar bill, in order to use vending machine.</p> <p>Uses a decimal point to represent value of dollars and cents in a written expression.</p> <p>Sets a visual “time timer” for a work session.</p>	<p>Sets microwave timer to monitor time for cooking a frozen dinner.</p> <p>Uses a one minute egg timer (hour glass) to know how long to stir a cake mix.</p> <p>Presses a switch to activate a preset toaster.</p> <p>Selects correct amount of time on clothes dryer to dry clothes.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : 5-8 Measurement

Content Standard 3: The student will apply measurement concepts to solve problems inside and outside the field of mathematics.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.3.1</u> Develop and use procedures to solve measurement problems using one, two, and three dimensions.</p>	<p>Chooses the correct amount of weight of books and supplies to be carried in a book bag.</p> <p>Rounds dollar and cents amounts to the next dollar figure (dollar more system) to add the total of desired purchases.</p> <p>Places heavy items on bottom and light items on top of sack while sacking groceries.</p> <p>Uses objects, pictures, symbols or words to set up activity schedule for the day.</p>	<p>Measures how many strides it takes to walk the distance of a basketball court.</p> <p>Measures how far each student tosses a beanbag or ball.</p> <p>Inserts nickels one at a time into vending machine until able to purchase item.</p>	<p>Uses personal watch to attend to time and return to work after taking a break.</p> <p>Uses a calendar to keep track of days to be worked for the week.</p> <p>Uses a calendar to count down days until the weekend arrives.</p>	<p>Uses measuring cup to add dishwashing liquid to dishwasher.</p> <p>Uses measuring scoop to add correct amount of softener to washing machine.</p> <p>Uses measuring cup to add correct number of ounces to recipe.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 3 : 9-12 Measurement

Content Standard 1: The student will use measurement attributes (length, capacity, weight, mass, area, volume, time, money, temperature, scale and angle) to describe and compare mathematical and real-world objects.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.1.2</u> Solve problems dealing with changes in length, width, height, radius, diameter, perimeter, area, and volume.</p>	<p>Manipulates wheelchair on and off a ramp or elevator.</p> <p>Uses cane or walker to walk up steps, ramps or surfaces of varying heights in the community.</p> <p>Uses objects, pictures, symbols or words to set up activity schedule for the day.</p>	<p>Locates small ball for game or activity when given choice between large and small.</p> <p>Swims the length of a pool for physical fitness.</p> <p>Locates the small or short table when requested for game or arts and craft activity.</p>	<p>Recognizes that empty and full packing boxes, though they appear in same, have different weights.</p> <p>Orders materials according to different length, height or diameter.</p> <p>Dusts mops floor area designated by teacher or supervisor.</p>	<p>Adds laundry to washing machine tub until it is full for washing.</p> <p>Adjusts water level on washer for specific amount of clothing.</p> <p>Turns water off when dishwasher is reaching the top of the sink.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.



Strand 3 : 9-12 Measurement

Content Standard 2: The student will demonstrate the appropriate use of measuring instruments.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.2.1.</u> Select and use measurement instruments found in the workplace (e.g., calipers, distance meter, scales, measuring tapes).</p>	<p>Weighs produce on the scale in the produce section of the grocery store.</p> <p>Measures the distance of the bus stop from the door of the classroom.</p> <p>Measures the length of the distance between wheelchair and chair for transferring.</p>	<p>Uses a calendar to count down how many weeks remain until an important date arrives or special event occurs.</p> <p>Uses measuring spoon to measure fertilizer for plants.</p> <p>Weighs different arts and crafts supplies before loading in tubs for storage.</p>	<p>Uses a calendar to keep track of the days he or she is scheduled to work during the upcoming week.</p> <p>Uses personal watch to attend to the time and return to work after taking a break of the correct amount of time.</p> <p>Uses small kitchen scale to weigh chicken or beef to the specific ounce in doing food prep at restaurant.</p> <p>Marks pay dates on calendar, so he or she will know when to expect having additional money to spend.</p> <p>Sacks groceries, putting heaviest items on the bottom of the bag and lightest ones on top.</p>	<p>Uses different size measuring cups to determine portion size for storing in smaller containers.</p> <p>Measures ingredients for recipe using measuring spoons.</p> <p>Uses kitchen scale to weigh out specific ounces of meat for cooking activity.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 3 : 9-12 Measurement

Content Standard 3: The student will apply measurement concepts to solve problems inside and outside the field of mathematics.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>M.3.2</u> Use appropriate techniques to measure quantities in order to achieve specified degrees of precision, accuracy, and error/tolerance.</p>	<p>Uses calculator and shopping ad papers to add total price of grocery items not exceeding predetermined amount of money.</p> <p>Uses calculator to determine amount of money in an account during a banking activity.</p> <p>Selects correct number of bags of chips at the store for purchase.</p>	<p>Marks dates of future movie / video game releases on a calendar to count down the number of days until a favorite is available for purchase.</p> <p>Fills containers with paint or water when setting up an arts and craft activity.</p> <p>Paints within the lines on a drawing during art class.</p> <p>Walks on the balance beam without falling off for specific number of feet.</p>	<p>Asks coworker if he or she has five ones to exchange for a five dollar bill, in order to use vending machine.</p> <p>Uses pre-marked tool to plant seeds and seedlings in containers at a greenhouse.</p> <p>Inserts nickels, one at a time, into vending machine to purchase an item priced with a “5” in the ones place.</p>	<p>Uses measuring cup to add number of ounces of ingredient called for in recipe.</p> <p>Uses measuring spoons to measure specific amounts called for in a recipe.</p> <p>Fills bowl or cup with liquid without overfilling.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 4 : K-4 Data Analysis, Statistics and Probability

Content Standard 1: The student will perform the steps that comprise data analysis, from gathering information to communicating results.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.1.1</u> Utilize the scientific method for data analysis.</p> <p>A. Identify the purpose (problem statement) for data collection.</p> <p>B. Make a prediction about the final results of data collected.</p> <p>C. Collect and organize data (tables, graphs, etc.)</p> <p>D. Analyze and interpret data (prediction, inference, conclusion, etc.).</p> <p>E. Display data using appropriate bar graphs, line graphs, tables, pie graphs, etc. with and without technology.</p>	<p>Places star stamp on the classroom attendance chart to record the number of students present each day.</p> <p>Graphs the number of children who have on specific colored shoes.</p> <p>Makes a prediction by setting a due date to complete a cooperative group activity.</p>	<p>Creates bar graph by counting number of different colored candy.</p> <p>Uses different colored stamp pad and stamp to represent number of candies in a group to create a pictograph.</p> <p>Collects and organizes supplies for arts and crafts project based on the number of students in class and the amount of materials needed.</p>	<p>Places one object (marble) in a container with the completion of each step in the job task until entire job is complete.</p> <p>Makes inference about when jobs need to be performed e.g., when fish needs to be fed or plants need to be watered.</p> <p>Makes predictions about which students do which jobs on designated dates.</p>	<p>Collects data by counting number of clothes items in the laundry basket each day.</p> <p>Sorts and displays the amount of laundry in each basket by colors and/or types.</p> <p>Makes a prediction about the number of cookies that a bowl of batter will produce.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 4 : K-4 Data Analysis, Statistics and Probability

Content Standard 2: The student will use probability models to perform experiments and simulations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.2.1</u> Predict the results of data collection and demonstrate the concept of chance through the use of manipulatives. (e.g., What is the probability of drawing one red marble from a bag of multicolored marbles?)</p>	<p>Waits for an automatic doors to open before entering.</p> <p>Prepares to leave the room when the school fire alarm is activated according to school procedures.</p> <p>Predicts the approximate cost of items selected for purchase before approaching the checkout counter.</p>	<p>Predicts what will occur when depressing switch to activate mouse on computer monitor during a game activity.</p> <p>Predicts the number of repetitions in a chosen activity for a specified amount of time and verifies by performance.</p> <p>Predicts which picture is on the down side of a card before turning it over in a memory game.</p>	<p>Presses the “Power” button on the computer and waits for the screen to appear.</p> <p>Predicts, by adjusting, the appropriate volume level for hearing aid according to the environment e.g. playground, cafeteria, bus, classroom.</p> <p>Predicts the completion of a task when all available items have been utilized e.g. folder activity, puzzle, word search, word card matching.</p>	<p>Asks parent or caregiver to place a lid on drinking cup to avoid spills.</p> <p>Predicts amount of materials required to fill up cups/containers of different sizes e.g. cereal in bowl, juice in cup.</p> <p>Predicts the probability of choosing matching socks.</p>

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Strand 4 : K-4 Data Analysis, Statistics and Probability

Content Standard 3: The student will apply probability and statistical concepts in problem-solving and decision-making situations.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.3.3.</u> Use the tools of technology to assist in gathering, organizing and presenting information.</p>	<p>Uses communication device to ask for information for a survey.</p> <p>Uses computer keyboard and/or switch to record survey data.</p> <p>Uses computer or communication device to present the results of a survey.</p>	<p>Uses switch to record an audiotape of their favorite songs.</p> <p>Creates a photo album of a field trip with class by organizing photos in specific order.</p> <p>Presses keys on a graphing calculator to assist in graphing information from favorite card collection.</p>	<p>Presents information from survey to class using communication device.</p> <p>Presents information from survey to class using video camera and VCR</p> <p>Uses computer to assist in making a graph of monthly chore chart.</p>	<p>Uses voice output device to record food choices from lunch menu.</p> <p>Uses switch to answer questions from teacher about personal hygiene checklist e.g., toothbrush, bath, hair, deodorant.</p> <p>Uses communication device to answer questions about weekend activities at home.</p>

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Strand 4 : 5-8 Data Analysis, Statistics and Probability

Content Standard 1: The student will perform the steps that comprise data analysis, from gathering information to communicating results.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.1.1.</u> Actively and systematically collect, organize and describe data using technology when appropriate.</p>	<p>Marks self-checklist to compare and discuss daily progress.</p> <p>Records results of class voting, e.g. what activities, where to eat out.</p> <p>Uses voice output device to survey different fast food restaurants to make a price comparison chart for cheeseburgers.</p> <p>Uses calculator to compare menu prices of different restaurants.</p>	<p>Collects and organizes prices from vending machines in different rec/leisure locations.</p> <p>Collects and organizes hobby items, e.g. cards, miniatures, stamps, rocks.</p> <p>Collects and organizes scores to determine the winner of game/sport.</p>	<p>Organizes data to complete a daily/weekly job chart.</p> <p>Uses previous checkmark/data from job/ chore chart to determine daily responsibilities.</p> <p>Collects and organizes information from the community to determine future job prospects.</p>	<p>Organizes data to determine kitchen jobs/chores during a cooking activity.</p> <p>Collects and organizes data based on available items in kitchen cabinets before making shopping list for preparation of menu.</p> <p>Collects clean dishes from dishwasher or drainer and organizes in proper place in the kitchen cabinets/drawers.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 4 : 5-8 Data Analysis, Statistics and Probability

Content Standard 2: The student will use probability models to perform experiments and simulations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.2.2.</u> Make predictions based on experimental and theoretical probabilities</p>	<p>Predicts how many days remaining using a calendar to read the book before due back at the library.</p> <p>Requests assistance when nothing is dispensing from ice machine after pushing the lever.</p> <p>Predicts how many bags of recycled materials are needed to earn a specific amount of money.</p>	<p>Predicts a schedule change of not swimming on Friday because school is not in session because of parent/teacher conferences.</p> <p>Predicts number of times a basket is made out of a set number of shots.</p> <p>Predicts how many times a certain number will appear on a number cube in a game.</p>	<p>Predicts the amount of cleaning solution needed to clean a surface.</p> <p>Predicts how many times a month the floor needs to be mopped by looking at a calendar.</p> <p>Predicts the amount of time needed for each task in order to complete the work schedule in a set amount of time.</p>	<p>Predicts the correct amount of dishwashing liquid needed to wash a sink full of dishes.</p> <p>Predicts someone will answer the door only after ringing the doorbell and/or knocking.</p> <p>Predicts the weather forecast for the next day in order to make clothing selection.</p>

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Strand 4 : 5-8 Data Analysis, Statistics and Probability

Content Standard 3: The student will apply probability and statistical concepts in problem-solving and decision-making.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.3.2.</u> Make inferences and convincing arguments based on statistics with and without technology.</p>	<p>Presents arguments based on the results of a survey of peers, e.g. food for party, restaurant to go to.</p> <p>Locates a checkout line be making inferences about which line is open, e.g. cashier, light, sign.</p> <p>Makes inference on what's the best value for the same price, when making a shopping list.</p>	<p>Chooses clothing to wear for a special occasion after surveying other classmates, e.g. prom, picnic, sledding.</p> <p>Determines how many players can play the game based on the number of game pieces.</p> <p>Determines how many groups/teams can be made based on the total number of students.</p>	<p>Determines how much water a large plant needs based on how much water was given to a small plant.</p> <p>Determines how many tasks on work schedule can be completed in one hour based on how many were completed in half an hour.</p> <p>Determines how fast to complete a job task based on how much time is left.</p>	<p>Realizes that the dishes in the sink will have to be washed when the dishwasher is full.</p> <p>Indicates preferences about food being prepared based on previous experience.</p> <p>Determines how many cookies each student will get to eat based on how many are in the bag.</p>

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Strand 4 : 9-12 Data Analysis, Statistics and Probability

Content Standard 1: The student will perform the steps that comprise data analysis, from gathering information to communicating results.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.1.1</u> Collect, organize, analyze and display data through the use of tables, charts and graphs (e.g., line plot, stem-and-leaf, histogram, box-and-whisker plots).</p>	<p>Makes another selection when realizes that desired vending machine item is not available.</p> <p>Chooses desired food items from school cafeteria menu.</p> <p>Estimates the number of hours / days needed to work in order to have enough money for a desired purchase.</p>	<p>Understands that a productivity graph represents the work produced in a given period, just as do the tally marks recorded on the job.</p> <p>Chooses which peer to sit with at school assembly after surveying the crowd.</p> <p>Realizes that there is a crowd at the concession stand and that you have to get into correct line in order to get service.</p>	<p>Interviews or observes people doing various jobs to determine his or her vocational interests.</p> <p>Reports to supervisor after attempting to complete his or her job task when job coach is unavailable.</p> <p>Records the number of days on calendar that he or she is responsible for coffee clean-up (rinse pot, refill cups).</p>	<p>Determines categories from which data could be gathered about family members (shoe size, color of eyes, etc.)</p> <p>Organizes data to determine kitchen jobs/chores during a cooking activity.</p> <p>Collects and organizes data based on available items in kitchen cabinets before making shopping list for preparation of menu.</p> <p>Collects clean dishes from dishwasher or drainer and organizes in proper place in the kitchen cabinets/drawers.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 4 : 9-12 Data Analysis, Statistics and Probability

Content Standard 2: The student will use probability models to perform experiments and simulations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.2.3.</u> Determine probability of a <u>simple event</u>.</p>	<p>Exercises great caution when a stranger approaches (moves to the side, checks locks on car door).</p> <p>Decides before going to restaurant what to order based on previous experience.</p> <p>Chooses a differently priced item from menu when first choice cost too much.</p>	<p>Predicts number of times a basket is made out of a set number of shots.</p> <p>Predicts how many times a certain number will appear on a number cube in a game.</p> <p>Predicts number of games that can be played during one class period.</p>	<p>Describes weather forecast when he or she notices that everyone at the job site has brought an umbrella to work that day.</p> <p>Determines what job task needs to be done next from a list of job tasks.</p> <p>Determines how much time the job task will take and tries to speed up if necessary.</p>	<p>Adjusts thermostat for furnace in winter and air conditioning in summer.</p> <p>Seeks appropriate medical attention when what appears to be a minor illness does not improve.</p> <p>Predicts how fast to walk in the hallway at school based on how fast everyone else is walking.</p> <p>Determines how much water to add to a recipe based on the listed measurements.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 4 : 9-12 Data Analysis, Statistics and Probability

Content Standard 3: The student will apply probability and statistical concepts in problem-solving and decision making situations.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>DSP.3.2.</u> Apply the basic concepts of probability to real-world situations.</p>	<p>Counts items in grocery cart to determine if total amount of groceries qualifies to use the check out line for 15 items or less.</p> <p>Predicts that when a can is removed from the bottom of the display stack the remainder of the cans will fall.</p> <p>Follows safe street crossing rules when attempting to cross a street.</p> <p>Determines how much money is needed to purchase items as they are placed in the basket while shopping.</p>	<p>Asks librarian if favorite video is available when he or she is unable to find it in its usual location.</p> <p>Determines which game to play during free time based on choice of all games previously played.</p> <p>Determines who to hang out with during free time after lunch.</p> <p>Determines how far ball will travel after throwing it down the field.</p>	<p>Gets additional supplies independently when supplies have not been replenished.</p> <p>Squeezes lever on window cleaner spray bottle to get the solution to come out.</p> <p>Activates handicapped switch at accessible entrance to place of employment to get the door to open.</p>	<p>Determines the amount of dishwashing liquid needed to make a sink full of soapy water.</p> <p>Determines when to stop pouring from a carton or pitcher when pouring in to a glass.</p> <p>Determines what clothing or shoes to wear based on the weather conditions outside.</p>

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Strand 5 : K-4 Patterns, Algebra and Functions

Content Standard 1: The student will use the language/symbols of algebra to represent patterns and functions.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.1.1</u> Sort and classify a wide variety of materials.</p>	<p>Groups equal sets of manipulatives or objects.</p> <p>Uses a number line, manipulatives, or a calculator to compute a correct answer to an addition / subtraction problem.</p> <p>Classifies objects from calendar box to correctly indicate sequence of activities.</p> <p>Sorts items into two groups by category, e.g., foods, animals, toys</p>	<p>Divides a group of classmates into equal teams.</p> <p>Moves game piece along spaces of same color / number as indicated on card drawn.</p> <p>Repeats a particular move in playing a game that has proved to be successful.</p> <p>Recognizes the pattern that indicates a game has been won (three-in-a-row; all alike).</p>	<p>Classifies students in class by present or not present.</p> <p>Sorts and classifies chores by time of day.</p> <p>Classifies cleaning tools by specific job description.</p> <p>Puts materials away in their appropriate location in the classroom.</p> <p>Matches coins on coin cards to purchase a soft drink</p>	<p>Uses digital time displays to follow a daily schedule by the quarter hour.</p> <p>Classifies place setting items for setting a table with a designated number of place settings.</p> <p>Classifies clothing items based on weather conditions.</p> <p>Fills individual snack bowls, for each of his or her guests with similar amounts of popcorn.</p> <p>Makes a choice to use a fork or spoon with a specific food at lunch.</p>

These include Activity Examples only. You are encouraged to modify according to the student’s educational needs.

Strand 5 : K-4 Patterns, Algebra and Functions

Content Standard 1: The student will use the language/symbols of algebra to represent patterns and functions.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.1.4.</u>                      Demonstrate the beginning concept of a variable. (Use boxes, letters, or other symbols to stand for any number or object in simple situations, with or without concrete material, such as <math>6 + \text{---} = 8</math> or <math>3 + B = 4</math>, etc.)</p>	<p>Demonstrates that a decimal point separates dollars and cents values in a written money expression.</p> <p>Demonstrates that \$30.00 and \$3.00 do NOT represent the same amount of money.</p> <p>Distributes an equivalent set of supplies or materials to each class member as indicated by numerals on a card.</p> <p>Buys appropriate number of multiple-item packages to get the quantity of items he or she needs.</p>	<p>Moves game piece along spaces of same color / number as indicated by card drawn or number cube.</p> <p>Distributes snacks by designated number to students present.</p> <p>Recognizes the dot pattern that represents each numeral on a number cube.</p>	<p>Marks off numbered items on the class chore schedule to determine chores remaining.</p> <p>Marks off numbered items on individual work schedule to determine break time.</p> <p>Trades earned tokens or symbol cards for pre-determined rewards, e.g. free time, treasure box.</p>	<p>Follows picture recipe symbols in sequential order on brownie box to make brownies. (pictorial equation)</p> <p>Matches numerals from recipe to quantity on measuring spoon or cup when completing a recipe.</p> <p>Marks off numbered items on an individual grooming checklist to indicate that activity has been completed.</p> <p>Follows a numbered pattern to tie shoes.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 5 : 5-8 Patterns, Algebra and Functions

Content Standard 1: The student will use the language/symbols of algebra to represent patterns and functions.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.1.1</u> Represent arithmetic as algebra (change <math>25 = --- + 13</math> to <math>25 = m + 13</math>).</p>	<p>Makes a deposit to add money to an account and determines balance using a calculator.</p> <p>Calculates the amount of remaining money after making a purchase at the store.</p> <p>Computes the price per item when pricing information is written “2 for _____” “4 for _____”</p> <p>Compares prices of the similar items to be purchased.</p>	<p>Identifies how many more players are needed to make a complete team.</p> <p>Uses a numbered pattern to put together a project item, e.g., car, birdhouse, or craft project</p> <p>Reproduces a specific number of claps during a music activity</p>	<p>Assembles sets of 10 washers, 10 wing nuts, and 10 bolts into 10 units for packaging.</p> <p>Participates in an assembly line process to put together a newsletter or do a mail out.</p> <p>Collates cards using a tray with six sections to assist in counting the correct cards to put in each envelope.</p>	<p>Removes all white pieces of clothing from pile of dirty laundry to assemble one load for the washing machine.</p> <p>Folds all hand towels and bath towels according to pattern demonstrated by teacher.</p> <p>Participates in an assembly line process to make a popcorn balls.</p> <p>Determines how many pieces of a pizza are needed to serve a designated number of classmates.</p>

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Strand 5 : 5-8 Patterns, Algebra and Functions

Content Standard 1: The student will use the language/symbols of algebra to represent patterns and functions.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.1.2.</u> Through the use of manipulatives and computer technology, develop the concepts of variables, expressions, and equations (algebra tiles, two color counters, graphing calculators, balance scale model, etc.).</p>	<p>Groups equal sets of manipulatives, objects, by shape and color.</p> <p>Compares prices grocery items in two newspaper ads using a calculator to determine which items cost more.</p> <p>Points to indicate which number of items or people are more/less.</p> <p>Eye gazes to photos on the e-tran to indicate which picture has more items or people.</p>	<p>Determines the fastest time from a list of recorded times for students in the fifty-yard dash.</p> <p>Determines the winner of card game by counting the number of card remaining in each player's hand.</p> <p>Keeps score during bowling to determine which classmate has the highest score.</p>	<p>Records temperature data on class weather chart and determines which day had the highest temperature.</p> <p>Passes out the same number of snack items to each class member during break time</p> <p>Charts daily number of can food items collected by class in school food drive contest</p>	<p>Divides sandwich into equal parts and shares with a friends or family members.</p> <p>Gets the appropriate number of coat hangers needed for hanging clothing items.</p> <p>Identifies greater than, less than, and equal to while measuring ingredients in making a drink or food item.</p>

These include Activity Examples only. You are encouraged to modify according to the student's educational needs.

Strand 5 : 5-8 Patterns, Algebra and Functions

Content Standard 2: The student will use algebraic concepts to model, to solve and to test solutions of mathematical and real-world problems.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.2.1.</u> Conduct informal investigations (with technology) for analyzing, representing, interpreting, and generalizing functional relationships (e.g., distance and time) to develop explanations or predictions about outcomes of actual situations.</p>	<p>Uses dollar more method to purchase an item in a store.</p> <p>Asks for correct number of additional items needed when asked to distribute same to classmates, but comes up short (I need _____ more).</p> <p>Determines correct amount when companion asks, “How much more money would you need to buy a second _____?”</p>	<p>Upon depositing coins in a vending machine during break time, waits for dispensed item.</p> <p>Saves and redeems reward tickets for prizes.</p> <p>Makes a choice of recreational activity based on weather forecast</p>	<p>Uses a personal daily schedule (written/ picture/object) to predict the day’s events.</p> <p>Matches times written on job schedule to clock/watch times in order to complete job task on time.</p> <p>Determines correct coins needed to purchase a snack item in the break room vending machine by placing coins on top of coin template (card).</p>	<p>Estimates the amount of money needed in order to purchase all ingredients to make favorite snack.</p> <p>Selects desired toaster setting for making toast.</p> <p>Selects appropriate dryer temperature and time for different types of clothes.</p>

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Strand 5 : 9-12 Patterns, Algebra and Functions

Content Standard 1: The student will use the language/symbols of algebra to represent patterns and functions.

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.1.1.</u> Model and analyze real-world situations by using patterns and functions.</p>	<p>Chooses appropriate size clothes using the s-m-l-xl-xxl size model.</p> <p>Uses dollar more method to purchase an item in a store.</p> <p>Uses calculator to determine if student has enough money to make a desired purchase.</p>	<p>Adds tally marks in groups of five to a running record to keep his or her score in a game.</p> <p>Determines the amount of money needed to participate in a community recreation/leisure activity and purchase snacks.</p> <p>Identifies how many more players are needed to make a complete team.</p>	<p>Restocks items based on item inventories, e.g., store shelves, vending machines, office supplies.</p> <p>Places one salt and one peppershaker on each table by matching model.</p> <p>Cuts pizza into designated number of pieces, as directed by school cafeteria worker/teacher/job coach.</p> <p>Asks job coach for the correct number of items needed to complete the task (3 more please).</p>	<p>Cuts food item (cake, candy) in enough pieces to share with two or three friends.</p> <p>Follows step-by-step sequence for washing clothes, e.g., sorting, loading, setting, and starting washing machine.</p> <p>Follows step-by-step sequence for making a simple food dish in a microwave.</p>

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Strand 5 : 9-12 Patterns, Algebra and Functions

Content Standard 2: The student will use algebraic concepts to model, to solve, and to test solutions of mathematical and real-world problems.				
Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples
<p><u>PAF.2.1</u> Use equations, absolute value equations, inequalities, absolute value inequalities, and systems of equations and inequalities to solve mathematical and real-world problems.</p>	<p>Identifies how many more coins are needed to make a purchase from a vending machine.</p> <p>Identifies which items cost more or less when looking at shopping ads.</p> <p>Chooses items for lunch that correspond with the amount of money available to spend.</p> <p>Locates checkout stand in store with the less number of people in line.</p>	<p>Determines number of equipment items needed to play or participate in a group recreational activity, e.g., shooting basketballs, card/board game, volleyball.</p> <p>Determines the number of seats needed to participate in a game based on number students participating in the activity.</p> <p>Determines the winner of the tournament based on the highest number of games won.</p>	<p>Completes a specific number of items before taking a break.</p> <p>Calculates paycheck amount by multiplying rate of pay by hours worked.</p> <p>Determines number of job tasks remaining on schedule when returning from break.</p> <p>Follows map directions to locate counselor's office.</p>	<p>Adds "more" ingredients when requested, e.g., adding more fruit to the fruit salad.</p> <p>Identifies amount of time remaining on timer when during cooking activity.</p> <p>Uses a communication device with voice output to request "More".</p> <p>Determines number of food items needed to feed a specific number of people.</p>

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**Content Standard\_\_:**

Student Learning Expectation	Community Domain Activity Examples	Rec/Leisure Domain Activity Examples	Vocational Domain Activity Examples	Domestic Domain Activity Examples