

**2011-2012
ESE COURSES**

Academics - General

Course Number	Course Title
7855010	Academics: 6-8
7855030	Academic Skills: 6-8
7855032	Academic Skills: 6-8 & Career Planning
7855050	Developmental Skills: 6-8

Academics: Subject Areas

Course Number	Course Title
7810010	Language Arts: 6-8
78120020	Reading: 6-8
7810030	Communications: 6-8
7812010	Mathematics: 6-8
7812015	Access M/J Math 1
7812020	Access M/J Math 2
7812030	Access M/J Math 3
7820010	Science: 6-8
7820015	Access M/J Comprehensive Science 1
7820016	Access M/J Comprehensive Science 2
7820017	Access M/J Comprehensive Science 3
7820020	Health: 6-8
7821010	Social Studies: 6-8
7821020	Social Studies: 6-8 & Career Planning
7821030	Career Education: 6-8
7880010	Exploratory Vocational: 6-8

Special Skills Courses

Course Number	Course Title
7863000	Social Personal: 6-8
7863010	Unique Skills: 6-8
7863020	Speech and Auditory Training: 6-8
7863060	Orientation and Mobility: 6-8
7863080	Unique Skills Vision: 6-8
7863090	Learning Strategies: 6-8

Miscellaneous

Course Number	Course Title
7801010	Visual and Performing Arts: 6-8
7813010	Music: 6-8
7815010	Physical Education: 6-8

Therapy

Course Number	Course Title
7866030	Speech Therapy: 6-8
7866040	Language Therapy: 6-8
7866050	Occupational Therapy: 6-8
7866070	Physical Therapy: 6-8

Non-Credit

Course Number	Course Title
7800010	Therapeutic Instructional Support: 6-8
7855020	Hospital and Homebound Instructional Services: 6-8

Course Title: **Academics: 6-8**
Course Number: **7855010**
Credit:
Grade Level: **6-8**

- A. Major Concepts/Content.** The purpose of this course is to provide a reporting mechanism for schools that offer instruction in programs for students with disabilities. This course may be used instead of the individual subject area courses. Course content is derived from the individual courses listed in Section C. Course Requirements. For example, schools may prefer to enroll students in this course if the program uses a self-contained model with all subjects taught by one teacher, combines students who need instruction in different subject areas, or uses interdisciplinary approaches to integrate subject matter.

The content should include, but not be limited to, the following:

- language arts
- reading
- mathematics
- science
- health
- social studies
- career education

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Academic Skills: 6-8
Course Number: 7855030
Credit: Multiple
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in school, at home, and in the community. Emphasis will be placed on the practical application of academic skills as they relate to functional tasks of personal life.

The content should include, but not be limited to, the following:

- receptive and expressive communication skills
- reading and writing skills
- mathematical skills
- social and personal skills
- problem solving
- applications to daily activities

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: **Advanced Academics: 6-8 & Career Planning for Gifted Students**
Course Number: **7855042**
Credit:
Grade Level: **6-8**

General Course Information:

Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course	X		

Course Title: **Developmental Skills: 6-8**
Course Number: **7855050**
Credit:
Grade Level : **6-8**

- A. Major Concepts/Content.** The purpose of the course is to assist students with disabilities to function at their highest level and develop the skills and competencies needed to function as fully as possible within the home, school, and community setting.

The content should include, but not be limited to, the following:

- skills for transmitting and receiving information
- motor and sensory skills
- communication systems
- personal care
- daily activities
- leisure and recreation activities

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Language Arts: 6-8
Course Number: 7810010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in language arts concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily activities
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 language arts in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Reading: 6-8
Course Number: 78120020
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 reading in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: **Communications: 6-8**
Course Number: **7810030**
Credit:
Grade Level : **6-8**

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to participate effectively at school, in the home, and in the community. Emphasis will be placed on the practical application of communication skills as they relate to functional tasks of personal life.

The content should include, but not be limited to, the following:

- responding to auditory stimulation
- using oral language appropriate to various life situations
- using augmentative communication systems
- interpreting gestures, cues, and body language

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This course may be used with students who require the assistance of communication systems including signing, communication boards, and other adaptive equipment. Course requirements should be modified as appropriate.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Mathematics: 6-8
Course Number: 7812010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in mathematics concepts and procedures to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and chance
- use of calculators

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 mathematics in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Mathematics, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Math 1
Course Number: 7812015
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth grade level. The concepts of joining and separating quantities, part-to-whole (fractions), measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to the concepts of:

- Whole numbers
- Combining and separating quantities
- Mathematical properties
- Fractions
- Equality/inequality
- Attributes of plane and solid figures
- Data collection and analysis
- Estimation
- Rate
- Ratio
- Measurement
- Solving routine and non-routine quantitative problems

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Math 2
Course Number: 7812020
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Proportion/congruency
- Fractions/per cent/decimals
- Equality/inequality
- Attributes of plane and solid figures
- Data collection and analysis
- Probability
- Ratio
- Transformation
- Solving routine and non-routine quantitative problems

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Math 3
Course Number: 7812030
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Proportion/congruency
- Fractions/per cent/decimals
- Variables
- Attributes of plane and solid figures
- Angles
- Data collection and analysis
- Probability
- Estimation
- Ratio
- Solving routine and non-routine quantitative problems

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Science: 6-8
Course Number: 7820010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- life science:
 - plants and animals
 - human growth and development
- physical science:
 - matter and energy
 - force and motion
- earth science:
 - climate and weather
 - the solar system
 - ecology and the environment
- application of scientific knowledge

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 science in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Science, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Comprehensive Science 1
Course Number: 7820015
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth structures
- Earth systems, patterns and processes
- Plant and animal systems
- Cell theory
- Scientific method
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; cells are the basic unit of living organisms, making, executing, and evaluating a replicable plan; and how energy and motion impact matter in predictable ways.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Comprehensive Science 2
Course Number: 7820016
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth structures
- Earth systems, patterns and processes
- Plant and animal systems, adaptation, and diversity
- System interdependence
- Scientific method
- Energy forms and processes

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; life systems are symbiotic; how to make, execute, and evaluate a replicable plan; and how energy impacts matter in predictable ways.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Access M/J Comprehensive Science 3
Course Number: 7820017
Credit: NA
Grade Level : 6-8

General Course Information:

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth in space and time
- Plant and animal systems
- System interdependence
- Scientific method
- Properties of matter
- Composition of matter

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as: daily, seasonal, and annual patterns; the symbiotic nature of life systems; how to make, execute, and evaluate a replicable plan; and the nature of matter and how it interacts in predictable ways.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Health: 6-8
Course Number: 7820020
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- interpersonal relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 health in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Health, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum that reflects local values and concerns.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Social Studies: 6-8
Course Number: 7821010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Social Studies: 6-8 & Career Planning
Course Number: 7821020
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for non-disabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Career Education: 6-8
Course Number: 7821030
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1** participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, may be integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Exploratory Vocational: 6-8
Course Number: 7880010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits.

The content should include, but not be limited to, the following:

- personal responsibilities
- social competencies
- personal and career planning
- career exploration
- employability skills
- generic work skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Social Personal: 6-8
Course Number: 7863000
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student must master each year should be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Unique skills: 6-8
Course Number: 7863010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Speech and Auditory Training: 6-8
Course Number: 7863020
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide speech and auditory training in order to achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan process.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Orientation and Mobility: 6-8
Course Number: 7863060
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Due to safety considerations, training students with visual impairments for independent travel requires a fully-trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Unique Skills Vision: 6-8, Course Number: 7863080.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Unique Skills Vision: 6-8
Course Number: 7863080
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximize use of sensory input
- access print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility: 6-8, Course Number: 7863060.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Learning Strategies: 6-8
Course Number: 7863090
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Visual and Performing Arts: 6-8
Course Number: 7801010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- exploration of careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Music: 6-8
Course Number: 7813010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

The content should include, but not be limited to, the following:

- vocal music
- instrumental music
- connections with culture and community
- music appreciation
- exploration of careers in music

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Physical Education: 6-8
Course Number: 7815010
Credit:
Grade Level : 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

The content should include, but not be limited to, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

	YES	NO	Other
Core Course Requirement	X		
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Speech Therapy: 6-8
Course Number: 7866030
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success.

The content should include, but not be limited to, the following:

- articulation therapy
- fluency therapy
- voice therapy

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis through the Individual Educational Plan process.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Language Therapy: 6-8
Course Number: 7866040
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success.

The content should include, but not be limited to, the following:

- form, including phonology, syntax, and morphology
- content, including semantics
- function, including pragmatics

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis through the Individual Educational Plan process.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Occupational Therapy: 6-8
Course Number: 7866050
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.

The content should include, but not be limited to, the following:

- maintain, restore, or enhance motor and sensory skills
- use adaptive equipment and assistive devices
- promote independence in activities of daily living

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis through the Individual Educational Plan process.

Evaluation and treatment provided by a licensed occupational therapist or a licensed occupational therapist assistant (as required by Rule 6A-6.03025(5)(b), *Florida Administrative Code [FAC]*).

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Physical Therapy: 6-8
Course Number: 7866070
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

The content should include, but not be limited to, the following:

- maintain, restore, or enhance motor and sensory skills
- use adaptive equipment and assistive devices
- promote independence in mobility and management of health-related functions

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis through the Individual Educational Plan process.

Evaluation and treatment provided by a licensed physical therapist or a licensed physical therapist assistant (as required by Rule 6A-6.03024(6)(b), *Florida Administrative Code [FAC]*).

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Therapeutic Instructional Support: 6-8
Course Number: 7800010
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. None.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	

Course Title: Hospital and Homebound Instructional Services: 6-8
Course Number: 7855020
Credit:
Grade Level : 6-8

A. Major Concepts/Content. The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. None.

	YES	NO	Other
Core Course Requirement		X	
Course Level 1=below grade level, 2= at grade level, 3= above grade level			N/A
Receives High School Credit			
Advance Course		X	