SETRC
Disseminated By:
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The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities

Final Version

The University of the State of New York
The State Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
1998

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of the University

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Foreword

This document represents a two-year effort to establish alternate performance indicators, key ideas and sample tasks for students with severe disabilities, which are linked to the *Learning Standards* established for all students. On July 17, 1997, the Board of Regents endorsed these alternate performance indicators which were disseminated to constituents. Based on responses received from the public meetings and from individuals across the State, this document was refined.

This document is not a curriculum in and of itself but rather a framework for development of a curriculum. It articulates the learning standards established for all students in New York State and alternate performance indicators, key ideas and sample tasks for students with severe disabilities.

THE LEARNING STANDARDS AND ALTERNATE PERFORMANCE INDICATORS FOR STUDENTS WITH SEVERE DISABILITIES

Introduction

The mission of the New York State Education Department is to raise the knowledge, skills and opportunities of all the people in New York by providing leadership for a system that yields the best-educated people in the world. This has been accomplished in part by establishing a common set of learning standards for all students. The Board of Regents believes that special education must be increasingly focused on improving the performance of students with disabilities, including students with severe disabilities. These students must have access to high quality educational programs that enable them to achieve the learning standards established for all students. This same theme is a major focus of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997.

Currently, the educational achievements of students with disabilities fall far short of those of their nondisabled peers. Because many more school-age students receiving special education services are capable of completing the course work and State testing requirements for a diploma, the Department is striving to increase the number of students with disabilities who meet the learning standards at high levels of achievement and who exit secondary education with a high school diploma. However, not all students with disabilities will be able to obtain a high school diploma. Some students with disabilities will obtain an individualized education program (IEP) diploma based on achieving the educational goals specified in their current IEP. These educational goals are set by the Committee on Special Education (CSE) and must be linked to the *Learning Standards* and to appropriate performance indicators. Appropriate performance indicators for some of these students may be on the elementary or intermediate level. However, there is a small percentage of students within this group of students, students with severe disabilities, for whom even the elementary level of performance indicators are not appropriate. These students require alternate performance indicators appropriate to their abilities and needs.

In New York State approximately 11.1% (362,202) of all students are classified as students with disabilities. Of all students with disabilities, only two to three percent (fewer than 11,000) are students with severe disabilities. It is for these students that alternate performance indicators linked to the *Learning Standards* approved for all students have been designed. Students with severe disabilities have limited cognitive abilities combined with behavioral and/or physical limitations and require highly specialized education, social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and/or prompts and assistive technology devices.

Advisory Group on Standards for Students with Severe Disabilities

An advisory group was established by the Department to examine the *Learning Standards* relative to students with severe disabilities. This advisory group included parents, representatives of public and private schools, Boards of Cooperative Educational Services (BOCES), the Commissioner's Advisory Panel for Special Education Services, Independent Living Centers, Early Childhood Direction Centers, Special Education Training and Resource Centers (SETRCs) and Department staff.

The advisory group concluded that all students, including students with severe disabilities, must be given the opportunity to achieve the *Learning Standards,* but that not all *Standards are* appropriate for all students with severe disabilities. For example, a CSE may recommend at an annual review meeting that a particular *Learning Standard in Mathematics, Science and Technology* (MS&T) is not appropriate for that student to be working on during that next school year. The CSE may recommend MS&T *Learning Standard* 3 concerning applying mathematics in real-world settings as appropriate for the student with a severe disability and may not recommend the MS&T *Learning Standard* 1 regarding the use of mathematical analysis, scientific inquiry and engineering design as appropriate for that student. In addition, a CSE may recommend that a student with a disability be exempted from the second language requirement. Therefore, the student would not have goals associated with the *Learning Standards for Languages Other Than English* on his/her IEP.

The advisory group also agreed that the key ideas, performance indicators and sample tasks do not necessarily reflect appropriate and/or functional expectations for all students with severe disabilities. The performance indicators on elementary, intermediate and commencement levels as written in the *Standards* documents are not sufficiently rudimentary for students with severe disabilities. The Committee on Special Education, with parental input, has a critical role in determining appropriate goals and objectives linked to the standards to ensure standards-based instruction for a student with a severe disability.

The Advisory Group's recommendation parallels recommendations from the National Center on Education Outcomes (NCEO). NCEO is funded by the US Department of Education to work with national policy-making groups and state departments of education on outcomes for students with disabilities. NCEO recommends that one set of standards be identified for all students. "What is important for some students to know is important for all students to know. The content standards of the skills and knowledge required for a trained and informed work force are useful for students at all ability levels." However, NCEO acknowledges that performance standards, which represent levels of student proficiency on content standards, will vary depending upon student abilities and interests.

The Standards

The *Standards, as* defined by the New York State Curriculum and Assessment Council, are "the knowledge, skills and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience." The *Standards* for students with severe disabilities are the same standards that have been approved by the Board of Regents for all students.

However, alternate performance indicators on a basic functional level of age 5 were developed to reflect appropriate educational outcomes for students with severe disabilities. Teachers will need to task analyze the alternate performance indicators and sample tasks to bring them to the cognitive level of a specific student with a severe disability. In addition to these alternate performance indicators, sample tasks associated with each of the alternate performance indicators were developed. Sample tasks clarify expectations for students with severe disabilities and provide guidance for special educators in implementing these alternate performance indicators. Sample tasks are intended to provide some examples of tasks that support attainment of the performance standards and are suggested ways students can demonstrate progress toward achieving *the Standards.* This draft document has been reviewed by the School Administrators Association of New York State, Boards of Cooperative Educational Services, public and private schools, educational administrators from the Office of Mental Health, District Superintendents Subcommittee on Special Education, Association of Special Education Administrators, Council of Administrators of Special Education, the Commissioner's Advisory Panel for Special Education Services, State Rehabilitation Advisory Council, State Independent Living Council, Special Education Training and Resource Centers (SETRCs) and Transition Site Coordinators.

The standards and performance indicators which follow will assist school personnel and families in understanding what students with severe disabilities need to know to attain the highest level of performance. IEPs linked to the standards provide the framework for IEP development across the years and across the curriculum, provide consistency when students move from school to school or school district to school district, strengthen system-wide use of standards-based instruction and assessment and promote inclusive special education services and collaboration among special and general educators. It is importantt for instruction to take place in school, community, home and work settings for students with severe disabilities.

The intent of the IDEA transition requirements for students who are age 14 or older is to provide individualized instruction and experiences to prepare all students for successful adult life opportunities in the community. The CSE must assure that the secondary educational program will incrementally prepare every student with a disability to live, learn and work upon exiting school. The provision of instruction and experiences, for example--participation in a work experience with a job coach, must be integral components of the student's secondary educational program. The alternate performance indicators, especially those for Career Development and Occupational Studies, provide the means to assess how individuals with severe disabilities demonstrate knowledge, skills, and understandings as a consequence of their instruction and experience. Accomplishment of Alternate Performance Indicators by these students will help to ensure successful transitions to adult experiences.

Committees on Special Education will need to decide when and which alternate performance indicators apply to a student with a severe disability and whether a student with a severe disability requires an alternate assessment. Criteria to assist a Committee on Special Education are included in Attachments A and B. These general parameters provide a starting point for CSE discussions about a student with a severe disability to determine whether the *Learning Standards* are appropriate and articulate clear and challenging expectations for the student when developing his/her individualized education program. In all instances, CSEs should make **determinations based on individual student abilities** and needs.

Assessing Students with Severe Disabilities

The *Standards* embedded in the seven standards documents are the basis for New York's new assessment system. Revisions to the statewide assessment program are being made to address accountability for student progress, which is integral to improving performance. A Committee on Special Education must make decisions about a student's participation in local and State examinations or in an alternate assessment based on the individual needs of and evaluative information concerning the student.

Students with severe disabilities have traditionally been exempted from the statewide assessment program. In order to link student performance with individualized education programs and high educational standards, an alternate assessment system must be designed and implemented for these students. The IDEA Amendments of 1997 require states to implement an alternate assessment system by the year 2000. The Department will engage the best thinkers in the field to develop an alternate assessment system based on the performance indicators included in this report.

Alternate assessment formats are necessary to allow students with even the most significant disabilities to demonstrate their mastery of skills and attainment of knowledge. Assessment tasks reflect "real world" integrated performance skills to assist with planning for long-term adult outcomes. The demands posed by these assessments include the full range of outcomes and abilities desired of students and create multiple strands of evidence showing students' abilities, their processes of learning and their achievements. An alternate assessment captures a student's growth or change over time and integrates curriculum content and instructional strategies. Such integration allows parents/caregivers, teachers and others to gain a rich understanding of what the student can do and his/her progress in reaching the standards and can be used at the local level to assist Committees on Special Education in making appropriate recommendations, designing programs and planning for a student's transition from one program to another.

Accountability

The IDEA requires states to report data on the number of students with disabilities participating in regular and alternate assessments. Information on the numbers of students with disabilities who are participating in the standardized statewide assessment system, as well as the number of students with severe disabilities participating in an alternate assessment system, will be collected and shared by the State Education Department so that local constituents are aware of the extent that alternate assessment procedures are used in their district.

Next Steps:

The New York State Education Department will engage in the following activities endorsed by the Board of Regents:

Spring 1998	Conduct regional training for constituents on the alternate performance indicators for students with severe disabilities.
March 1998 to March 2000	Develop and pilot an alternate assessment system to measure the progress of students with severe disabilities in meeting the standards and alternate performance indicators.
March-June 2000	Provide information and training on an alternate assessment system.
July 2000	Implement a statewide alternate assessment system as required by IDEA.
June 2001	Collect data and report on the number and performance of students with severe disabilities participating in an alternate assessment.

Alternate Performance Indicators

Standard 1—Language for Information and Understanding

Students will read, write, listen and speak for information and understanding.

Alternate Level
Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written and electronic sources.

Students:

- attend to the speaker, visually and/or auditorily, or task.
- use information from books, magazines, newspapers, textbooks, audio and mediapresentations, and from such forms as basic charts, graphs, maps, and diagrams.
- organize and categorize nformation/ materials.use functional reading sight vocabulary.
- follow directions that involve one or two steps.

This is evident, for example, when students:

- ☐ establish eye contact with others.
- ☐ complete a sorting task with decreasing verbal prompts.
- ☐ immediately respond to "don't touch" in a dangerous situation.
- ☐ identify/classify pictures of food, animals, tools, transportation modes, etc. from publications.
- ☐ determine whether there are more items in one column of a chart than another column (comparing the number of boys to girls).
- ☐ recognize familiar words, signs, logos (i.e., stop, Men's/ladies' room).
- ☐ read a basic graph to interpret the daily weather. · use a telephone book to locate the number for a service (i.e., restaurant, store).
- ☐ listen to a book on tape and use information from it

book and use information from the presentation/ book in school, home, community or work.

Alternate Level
Communicating and Writing

2. Communicating and writing to acquire and transmit information requires asking questions, applying information from one context to another and presenting the information clearly.

- ☐ visit a library to hear a presentation or to get a

Students:

- use nonverbal communication skills to convey information, needs and wants.
- use verbal communication, including alternative communication systems, to convey information, needs and wants.
- use written form to convey information, needs and wants.

This is evident, for example, when students:

- ☐ indicate preferences in food by pointing to a food choice at a meal or stating the name of the food.
- ☐ ask supervisor at a job site for assistance in completing a job task.
- ☐ use an augmentative communication device to complete a personal identification card.
- ☐ nod head yes or no or use eye gestures to indicate need to go to the bathroom.
- ☐ write their name/signature on check.
- ☐ use manual communication to indicate illness and need for assistance.
- ☐ send messages via the computer to a pen pal.
- ☐ communicate appropriately in social situations (i.e. respond to a "hello").

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 2—Language for Literacy, Response and Expression

Students will read, write, listen and speak for literacy response and expression.

Alternate Level
Listening and Reading

1. Listening and reading for literary response involves learning about imaginative texts in every medium, drawing personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

- listen to a variety of literature: poems; articles and stories from magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction.
- participate in reading response activities.

This is evident, for example, when students:

- ☐ listen to a picture book story and discuss the pictures.
- ☐ retell a familiar fairy tale or fable to the class.
- ☐ choose books to be read to them or with others.
- ☐ join in repeated refrains from a predictable storybook.

Alternate Level
Speaking and Writing

2. Speaking and writing for literary response and expression involves reacting to the content and language of a text.

Students:

- present personal responses to literature that make reference to the plot, characters, ideas and vocabulary.
- communicate the meaning of literary works on the literal level.
- create their own stories, poems, and songs using the elements of the literature read to them and appropriate vocabulary.

This is evident, for example, when students:

- ☐ act out stories, poems, or plays.
- ☐ draw a picture of their favorite character.
- ☐ create their own picture books or fables to keep in the classroom library.
- ☐ explain why they like or dislike a book.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 3—Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation.

Alternate Level
Communicating and Writing

1. During listening and reading activities, analysis and evaluation of experiences, ideas, information, and issues are used. This requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Students:

- form basic opinions about a variety of books, newspapers, magazines, presentations and multimedia.
- apply a lesson learned from a book, newspapers, magazines, presenter or media presentation **to a** real-life situation.

This is evident, for example, when students:

- identify why they liked or disliked a particular book, magazine or newspaper that was read to them.
- after listening to a presentation on fire safety, demonstrate how they would leave their home during a fire or get help.
- listen to a book where the moral of the book applies to everyday life and with teacher assistance discuss the moral.
- decide whether it is safe to cross a street based on safety lessons learned from a book and classroom presentation.
- Compare their completed table settings with a diagram of a correct table setting.

Alternate Level
Listening and Reading

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experience, ideas, information and issues.

Students:

- express opinions about events, books, issues, and experiences.
- present arguments for certain views or actions.

This is evident, for example, when students:

- communicate the reasons why they want to go on a certain class trip.
- communicate why they liked going to a specific rrestaurant as compared to another.
- in collaboration with their job coaches/ teachers, analyze the quality of their work at the completion of a work assignment.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 4—Language for Social Interaction

Students will read, write, listen and speak for social interaction

Alternate Level
Listening and Reading

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Students:

- attentively and recognize when it is appropriate for them to speak/respond.
- take turns speaking and responding to others' ideas in conversations on familiar topics.
- recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions and one-on-one

This is evident, for example, when students:

- ☐ take part in group discussions.
- ☐ participate in group discussions during "circle time.
- ☐ greet visitors to their school or classroom and respond to their questions.
- ☐ bring messages to the principal's office or to another teacher.
- ☐ use the telephone to talk to a relative or classmate.
- ☐ Maintain eye contact when speaking to another person.
- ☐ use appropriate body language for conversation such as smiling.
- ☐ use a communication device to greet a classmate or deliver a message to another teacher.
- ☐ use the computer to send an e-mail message to a friend.
- ☐ use appropriate conversation skills.

Alternate Level
Communicating and Writing

2. Written communication for social interaction
requires using written messages to establish, maintain, and enhance personal relationships with others.

Students:

- exchange friendly pictures, notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions.

This is evident, for example, when students:

- ☐ draw a picture of an activity they did and send it to a relative in another city.
- ☐ send a birthday card to a teacher or friend signing
their name or drawing a picture on it.
- ☐ use the computer to make and print a card or picture to send to a friend.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 1—Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Alternate Level Health Education

1. Students will develop, demonstrate and practice positive health behaviors, skills and choicemaking.

Students:

- demonstrate basic knowledge and skills which support positive health choices and behaviors.
- make good food selections and participate in exercise and recreation as part of growth and development.
- develop personal care skills, which affect health choices and behaviors.
- demonstrate the use of interpersonal communication skills regarding health-related issues.
- practice making healthy choices.

This is evident, for example, when students:

- are aware of the necessity for the administration of medication and how it benefits them as individuals (if appropriate).
- are aware of safe and unsafe drugs.
- develop the ability to independently take care of personal care needs such as shaving and hair care.
- communicate their wants and needs related to food choices.
- demonstrate knowledge of good food selections.
- develop exercise and physical skills and behaviors for life long recreational purposes/enjoyment such as bike riding, bowling, swimming and community integration experiences.
- demonstrate independence in activities of daily living such as toileting, showering, toothbrushing.
- communicate about health needs such as illnesses and injuries to appropriate caretakers.
- participate in activities to develop recreation and leisure skills.
- demonstrate health practices such as washing hands before meals and covering one's mouth when coughing or sneezing.
- recognize and label feelings such as sadness, anger and frustration.
- demonstrate appropriate behaviors in response to feelings such as talking about anger or crying when sad.
- Respond to environmental cues and direct observation of the weather to choose clothing.

Alternate Level Physical Education

1. Students will perform basic motor and manipulative skills. Students will improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students:

- participate in physical activities that develop physical fitness skills.
- demonstrate fundamental motor, non-locomotor, and manipulative skills.
- understand the effects of activity on the body and the risks associated with inactivity.
- understand the relationship between physical activity and individual well being.

This is evident for example when students:

- demonstrate basic motor skills (creep, roll, run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, stand, kneel).
- adjust performance of skill as a result of monitoring or assessing previous performance (e.g., moves closer to target or throws at altered angle of release following toss that falls short).
- do additional push-ups each day to improve upper body strength, stretches to improve flexibility, and running/walking to develop cardiorespiratory fitness.
- engage in physical activity each day.
- perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury.
- set a personal physical activity goal and track progress toward its achievement (e.g., going from three sit-ups to five sit-ups a day).
- participate in activities to promote mobility, strength, stability, balance and equilibrium.
- participate in team sports such as basketball, soccer or baseball.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□). Sample tasks are identified by triangles (□).

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Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Alternate Level
Family and Consumer Sciences

1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technology for safe and healthy food preparation and eating.

Students:

- make simple nutritious food choices and assist with
- basic food preparation.
- use simple household tools safely to perform a variety of everyday tasks.
- demonstrate appropriate eating skills.
- assist with basic food preparation.

This is evident, for example, when students:

- ☐ assist in preparing simple snacks, handling food properly, and using utensils safely.
- ☐ wash hands before and after handling food.
- ☐ use age-appropriate technology such as microwave toaster for food preparation.
- ☐ eat appropriate portions of food.
- ☐ select meals and snacks that include a nutritious balance of foods.
- ☐ display appropriate table manners.
- ☐ wash dishes or load dishwasher.
- ☐ plan a menu and shopping list and shop for items.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 2—A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Alternate Level
Health Education

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others.

Students:

- behave according to the rules of the home, school and community.
- understand basic safety rules.
- demonstrate the appropriate use of potentially dangerous objects.
- demonstrate personal and social skills which contribute to individual safety.
- communicate social/emotional needs or feelings to others.
- demonstrate caring and respect for themselves and others.

This is evident, for example, when students:

- ☐ develop independent mobility skills for safe navigation within the school building and within the community such as street crossing skills. · demonstrate that they are not to go with strangers.
- ☐ demonstrate the appropriate use and methods of carrying and storing sharp pencils, scissors, silverware, etc.
- ☐ demonstrate safety precautions in a variety of settings such as pool safety, traffic safety, kitchen safety, etc.
- ☐ respond to environmental cues for prompt and safe evacuation during fire drills or other emergencies.
- ☐ communicate to an authority figure when they are being bothered by another's behavior.
- ☐ communicate their feelings of happiness, sadness, fear, anger, etc. to the person making them feel that way.
- ☐ communicate and take pride in personal capabilities.
- ☐ demonstrate knowledge of their body parts and which ones are private.
- ☐ do not touch others without their approval or allow
  others to touch them without approval.
- ☐ concentrate on school work ignoring the negative behaviors of a peer.
- ☐ demonstrate care for their own and respect others' personal property.
- ☐ adapt to changes in routine or the environment.
- ☐ share classroom materials or personal belongings.
- ☐ recognize safety signs.

Alternate Level
Physical Education.

1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students:

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- learn and practice appropriate participation and spectator behaviors to produce a safe and positive environment.
- work constructively with others to accomplish a variety of tasks.
- demonstrate how injuries from physical activity can be prevented.
- demonstrate care, consideration, and respect of self and others during physical activity.

This is evident, for example, when students:

- ☐ handle equipment safely.
- ☐ wear proper attire and protective gear as necessary.
- ☐ demonstrate appropriate skill in fundamental movement tasks (e.g., lifting, carrying, climbing).
- ☐ create a dance with a partner that combines movement to music.
- ☐ demonstrate self-control and the ability to cope with success and failure.
- ☐ take their turn in playing (e.g. waiting for their turn in playing a game).
- ☐ follow directions to perform activities safely.
- ☐ accept teammates regardless of ability and treat opponents with respect and courtesy.
- ☐ demonstrate responsible personal and social behavior while engaged in physical activities.

Key ideas are identified by numbers (1).
- Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□)

Students will acquire the knowledge and ability necessary to create and maintain a safe anand healthy environment.

Alternate Level
Family and Consumer Sciences

1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can recognize a safe and nurturing environment for themselves and others.

Students:

- understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.
- Demonstrate some conditions and rules necessary for a safe and healthy home, school and community environment and recognize the various ways individual contribute to that environment.

This is evident, for example, when students:

- Demonstrate procedures to be followed in case of fire, floods, other natural disasters, or personal Danger (e.g., abductions and abuse prevention).
- demonstrate the safe handling and storage of materials (e.g., putting food and activity items away).
- demonstrate a caring for self and others.
- assist with simple classroom and residence maintenance by disposing of litter properly and
- keeping aisles and doorways free of obstacles.
- demonstrate procedures for getting emergency
- assistance (e.g., calling a neighbor, 911, police).
- maintain personal belongings.
- use a washing machine and dryer.

Key ideas are identified by numbers(l).
Performance indicators are identified by bullets(□).
Sample tasks are identified by triangles (□).

Standard 3—Resource Management

Students will understand and be able to manage their personal and community resources.

Alternate Level
Health Education

1. Students will know about and use valid health information, products and services. Students will advocate for healthy families and communities.

Students:

- demonstrate the use of various health care/health promoting products appropriately.
- demonstrate how to access help when illness, injury or emergency situations occur.

This is evident, for exantple, when students:

- ☐ demonstrate the use of health care products such as personal care products, basic first aid equipment, and/or generic medications such as aspirin or vitamins.
- ☐ demonstrate how to use "911' or similar emergency services.
- ☐ recognize when a situation merits adult intervention and is able to act accordingly.
- ☐ communicate their name, address, phone number and who to contact in emergency situations.

Alternate Level
Physical Education

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

- ☐ identify individual health concerns/alerts to appropriate personnel (e.g., I am diabetic, I have allergies).

Students:

- participate and know about resources available at home and in the community that offer opportunities to participate in and enjoy a variety of physical activities.
- choose a preferred physical activity offered at home or in the community.

This is evident, for example, when students:

- ☐ identify and participate in community facilities for recreational activities, such as parks, swimming pools, and skating rinks.
- ☐ identify and participate in community programs, such as YMCA/YWCA, Boys/Girls Clubs, Sport Camps, and Youth Sports Leagues.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will understand and be able to manage their personal and community resources.

Alternate Level
Family and Consumer Sciences

1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Students:

- Communicate knowledge about the kinds of resources available in their community (e.g., fire department, grocery store).
- Communicate and demonstrate how people acquire, use, and protect money (e.g., job training, supported employment, banking). Communicate about the different jobs in their communities (e.g., learning about stocking shelves through a job-mentoring program).

This is evident, for example, when students:

- ·use the decision making process to make good choices regarding the use of money, leisure time and work activities.
- identify family, school, and community members who can assist with personal decisions.
- participate in a school/community service project (e.g., water conservation or recycling program)
- select clothing appropriate for their activities (e.g., select coat for cold weather).
- demonstrate knowledge of the relationship between jobs and money.
- participate in procedures for keeping money safe.
- contribute to a class decision on how to raise and spend funds.
- identify specific careers related to personal interests (e.g., participate in a vocational assessment to determine career interests/ aptitudes).
- ·utilize money functionally (e.g., purchasing items at a store or restaurant, using a vending machine).

Standard I—Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions.

Alternate Level
Mathematical Analysis

1. Symbolic representation is used to communicate mathematically.

Students

- use mathematics and symbolism to communicate in mathematics.
- compare and describe quantities.
- demonstrate knowledge of mathematical relationships.
- relate mathematics to their immediate environment.

This is evident, for example, when students:

- draw 5 apples and 5 oranges and compare the quantitative similarity.
- set the table by counting out sets of 5 dishes, spoons, forks, knives, etc.
- identify symbols associated with money.
- express verbally, through gestures or with pictures or objects the concept of more.
- name and identify 3 basic geometric shapes (circle, square, triangle).
- identify basic coins and bills.

Alternate Level
Scientific Inquiry

1. The central purpose of scientific inquiry is to develop explanations of natural phenomena **in a** continuing, creative process.

Students:

- learn to ask "why" questions to seek greater understanding concerning objects and events they have observed and heard about.

This is evident, for example, when students:

- blow bubbles into the wind using a wand. With teacher assistance, talk about why the bubbles drift in certain directions.
- observe a variety of objects that sink or float when placed in a container of water and with teacher assistance, discuss why the objects float or sink.
- observe a helium balloon floating compared to an air-filled balloon which does not float. With teacher assistance, discuss why one balloon floated and the other did not.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions.

Alternate Level
Engineering Design

1. Engineering design is a repetitive process involving modeling and optimization, finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

Students:

- activate devices.
- recognize why an object or choice is not working properly.
- recognize how a defective simple object or device might be fixed.
- under supervision, manipulate components of a simple, malfunctioning device to improve its performance.
- ·design a structure or environment (e.g., a neighborhood) using modeling materials such as LEGO Duplo blocks, model vehicles, model structures, etc.).

This is evident, for example, when students:

- turn on light switch, television or adapted toys.
- select from a group of familiar household appliances such as toasters, microwave ovens, and televisions, those devices that are not working properly. · recognize that a flashlight needs new batteries. · replace batteries in a toy.
- reassemble a ballpoint pen.
- install a tape cassette properly into a cassette player.
- build a building from LEGO Duplo blocks, including doors and windows.
- construct a model of their community using models of objects typically found in a neighborhood or by using a computer.
- tell about a model they have constructed. Draw a picture showing its major components.

Standard 2—Information Systems

Students will access, generate, process and transfer information using appropriate technologies.

Alternate Level
Information Systems

1. Information technology is used to retrieve, process, and communicate information and **as a tool to** enhance learning.

Students:

- use a variety of equipment and software packages to enter, process, display and communicate information in different forms using text, pictures, and sound.
- access needed information from media, electronic databases and community resources.
- use familiar communication systems to satisfy personal needs.

This is evident, for example, when students:

- ask questions of local experts invited to the school to share their expertise and talk about their jobs.
- use communication boards to convey information and ideas.
- use a cash register with picture symbols to enter the food items purchased in a restaurant.
- use touch pads, pointers or the keys of a computer to access a simple computer program.
- gather information from newspaper or magazine pictures to complete a collage on topics such as nutritious foods, contemporary sports figures, etc.
- use a tape or CD player to listen to music.
- select appropriate channel on the television.
- communicate why playing a radio too loudly disturbs people.
- use a library to get information on topics such as animals, weather, cultures, etc.
- use a computer to get information from the internet or a CD Rom.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 3-- Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Alternate Level Number and Numeration	Alternate Level Operations

1. Students use number sense and numeration to communicate mathematically and use numbers in the development of concrete mathematical ideas.

Students:

- Use single digit whole numbers to identify locations, quantify groups of objects, and measure distances.
- Use concrete materials to model numbers and number relationships for whole numbers and simple fractions.
- Relate counting to grouping using manipulatives.
- Recognize the order of whole numbers up to 12 and commonly used simple fractions
- Recognize coins and dollars and their value.

This is evident, for example, when students:

- Identify their house and phone number.
- Count out 4 apples into sets of 2 groups.
- Divide a sandwich in half or a pizza into eighths.
- Count out 5 pennies for a nickel.
- Count and package up to 12 cookies into a bag.

1. Students use mathematical operations to understand mathematics.

Students:

- Add and subtract whole numbers under 12 using manipulatives or a calculator.

This is evident, for example, when students:

- Use blocks to add 2 plus 2.
- Use a calculator to subtract 1 from 10.
- Count out 5 markers; give 2 to a friend and understand that 3 remain.
- Count out appropriate utensils to set the table for 4 people.
- Use calculator to add purchases made at the grocery store.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Alternate Level Measurement

1. Students use measurement in real world situations.

Students:

- Use appropriate standard and non-standard measurement tools in measurement activities.
- Understand the simple attributes of length, weight, volume, time, and temperature.
- Measure the length or volume of an object.
- Collect and display simple data

This is evident, for example, when students, with teacher assistance:

- Measure with paper clips, finger width or blocks.
- Create a chart to display the results of a survey conducted among the classes in the school, or graph the amounts of survey responses by grade level.
- Measure ingredients for baking using a 1-cup measurer, tablespoon and teaspoon.
- Demonstrate an understanding of the function of a clock and read/comprehend digital time.
- Visit a grocery store and use a scale to weigh various quantities of fruit.
- Use a clock to follow a schedule by the hour for the day.
- Using a calendar, mark days completed and record weather and special events by using picture symbols.
- Tell time by the half hour and hour using a manipulative clock.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Alternate Level Patterns/Functions

1. Students use mathematical patterns in a real-world situation.

Students:

- Recognize and duplicate simple patterns.
- Use a variety of manipulative materials and technologies to explore patterns.
- Recognize simple patterns in nature, art, music, and literature.

This is evident, for example, when students:

- Draw leaves, simple wallpaper patterns, or picture sequences to illustrate recurring patterns.
- Use nuts, washers and bolts to duplicate and assembly a pattern.
- Use templates to organize sets of materials for an assembly line process.
- Listen to music or a story and repeat the common pattern in each (i.e., chorus of a song or phrase of a story.)
- Sequence a group of pictures or events.

Standard 4--Science

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Alternate Level
Physical Setting

1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Students:
Recognize patterns of daily, monthly and seasonal changes in their environment.

This is evident, for example, when students with assistance:
- ☐ Conduct a long-term weather investigation, such as collecting wather data on rainfall.
- ☐ Use a chart to keep track of daily weather using picture symbols to denote sunny, rainy and cloudy days.
- ☐ Participate in seasonal activities related to the environment (plant a vegetable/flower garden, rake leaves, cut grass, shovel snow.)

2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Students:
- Observe the relationships among air, water and land on Earth.

This is evident, for example, when students:
- ☐ Observe a puddle of water outdoors after a rainstorm and discuss where the water came from and where it may go.
- ☐ Assemble rock and mineral collections based on characteristics such as color or texture.

3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students:
- Observe and describe properties of materials using apropriate tools.
- Observe chemical and physical changes; including changes in states of matter.

This is evident, for example, when students:
- ☐ Compare the appearance of materials when seen with and without the aid of a magnifying glass.
- ☐ Investigate simple physical and chemical reactions and the chemistry of household products, e.g., freezing, meling, and evaporating; a comparison of new and rusty nails; the role of baking soda in cooking or materials before and after they are burned.
- ☐ Make flavored ice pops and observe the change from liquid to solid.

4. Energy exists in many forms, and when these forms change energy is conserved.

Students:
- Observe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.

This is evident, for example, when students:
- Investigate the difference between wearing black materials versus white material in the sun.

5. Energy and matter interact through forces that result in changes in motion.

Students:
- Investigate the use of common orces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.

This is evident, for example, when students:
- ☐ Use simple machines to perform tasks.
- ☐ Observe and describe how an automatic garage door opens and closes.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Alternate Level
The Living Environment

1. Living things are both similar to and different from each other and nonliving things.
Students:
- explore the characteristics of and differences between living and nonliving things.
- identify simple life processes common to ail living things.

This is evident, for example, when students:
- ☐ compare two animals for similarities and differences (lion and cat).
- ☐ grow a plant and observe its changes from seed to plant.

2. Individual organisms and species change over time.
Students:
- explore how living things change over their lifetime.
- observe that differences within a species may give individuals an advantage in surviving.

This is evident, for example, when students:
- observe and state the difference between a baby and an adult.
- ☐ Observe and discuss the colors of an insect that help it blend with its environment.

3. The continuity of life is sustained through reproduction and development.
Students:
- Observe the major stages in the life cycles of selected plants and animals.
- Observe evidence of growth, repair, and maintenance, such as nails, hair and bone, and the healing of cuts and bruises.

This is evident, for example, when students:
- ☐ Grow bean plants or buterflies; describe stages of development.
- ☐ Trim finger nails and observe the growth of the nails over a month.

Students:
- identify a few basic life functions of common living specimens (guppy, mealworm, gerbil).
- identify some survival behaviors of common living specimens.
- participate in activities that help promote good health and growth in humans.

4. Organisms maintain a dynamic equilibrium that sustains life.
Students:
- Identify a few basic life functions of common living specimens (guppy, mealworm, gerbil).
- Identify some survival behaviors of common living specimens.
- Participate in activities that help promote good health and growth in humans.
-

This is evident, for example, when students:
- ☐ Observe a single organism over a period of weeks and describe such life functions as moving, eating, resting, and eliminating.\
- ☐ Give examples of good health practices (brushing teeth, showering, resting.)

5. Plants and animals depend on each other and their physical environment.
Students:
- Participate in activities that demonstrate how plants and animals, including humans, depend upon each other and the nonliving environment.
- Participate in activities that demonstrate the relationship of the sun as an energy source for living and nonliving cycles.

This is evident, for example, when student:
- ☐ Investigate how humans depend on their environment (neighborhood), by observing and discussing the interactions that occur in carrying out their everyday lives.
- ☐ Observe the effects of sunlight on growth for a plant or garden vegetable.

6. Human decisions and activities have had a profound impact on the physical and living environment.
Students:
- Participate in activities which show how humans have changed their environment and the effects of those changes.

This is evident, for example, when students:
- ☐ Demonstrate recycling practices.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (☐).
Sample tasks are identified by triangles (☐).

Standard 5--Technology

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Alternate Level Engineering Design	Alternate Level Tools, Resources, and Technological Processes

1. Engineering design is a repetitive process involving modeling and optimization, finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

Students:

- Recognize that an object or choice is not working properly.
- Communicate how a defective simple object or device might be fixed.
- Under supervision, manipulate components of a simple, malfunctioning device to improve its performance.
- Tell how the device or object has been improved.
- Design a structure or environment (e.g. a neighborhood) using modeling materials such as LEGO Duplo blocks, model vehicles, model structures, etc.)
- Describe the design in words or drawings.

This is evident, for example, when students:

- Select from among a group of familiar household appliances such as toasters, microwave ovens, and televisions, those which are not working properly.
- Recognize that a flashlight needs new batteries.
- Replace batteries in a toy.
- Reassemble a ballpoint pen.
- Install a tape cassette properly into a cassette player.
- Explain how wheels added to a model car, improve its function.
- Build a building from LEGO Duplo blocks, including doors and windows.
- Construct a model of their community using models of objects typically found in a neighborhood.
- Tell about the model they have constructed. Draw a picture showing its major components.

1. Technological tools, materials and other resources should be selected on the basis of safety, cost, availability, appropriateness and environmental impact; technological processes change energy, information and material resources into more useful forms.

Students:

- Use a variety of materials and energy sources to construct things.
- Assemble components using a fastening process.
- Process materials into more useful forms.
- Understand the importance of safety and ease of use in selecting tools and resources for a specific purpose.
- Develop basic skills in the use of hand tools.
- Use simple manufacturing processes (e.g., assembly, multiple stages of production, quality control) to produce a product.

This is evident, for example, when students:

- Use materials, joining them with the use of adhesives and mechanical fasteners to assemble a box or toy.
- Develop skill with a variety of hand tools and use them to make or fix things.
- Select the appropriate hand tool to assemble a toy.
- Use the correct kitchen utensils, pans, adapted equipment and simple appliances, while cooking.
- Glue wooden pieces together to make a toy.
- Form clay into a desired shape.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Alternate Level
Computer Technology

1. Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Students:

- use the computer as a tool.

This is evident, for example, when students:

- ☐ use a computer to communicate their ideas/thoughts.
- ☐ use a computer-operated voice command to move a wheel chair or turn the lights on and off.

Alternate Level
Technological Systems

1. Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy or other systems.

Students:

- identify and operate familiar systems.
- assemble simple systems.

This is evident, for example, when students:

- ☐ name and use a microwave oven to reheat leftover food.
- ☐ communicate how a telephone system is used.
- ☐ using modeling materials such as building sticks/logs, assemble a merry-go-round.
- ☐ connect a battery, switch, and light bulb.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

1. Technology can have positive and negative impacts on individuals, society and the environment. Humans have the capability and responsibility to constrain or promote technological development.

Students:

- demonstrate that certain technologies have safety issues.
- participate in the disposal of materials in a responsible way.

This is evident, for example, when students:

- demonstrate how electrical devices are potential shock hazards (e.g., sticking metal object into a toaster).
- place used plastic, glass and paper in appropriate recycling bins.

1. Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule and within budget.

Students:

- work cooperatively with others on a joint task.
- participate in planning an event or activity.

This is evident, for example, when students:

- take part in a mass production to assemble an object such as a clock or ballpoint pen.
- with adult supervision, help plan the materials, activities and food needed for an outing.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 6--Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

Alternate Level Models	Alternate Level Magnitude and Scale

1. Models are simplified representatives of objects, structures, or systems used in analysis, explanation, interpretation or design.

Students:

- Construct and operate models in order to discover attributes of the real thing.
- Discover that a model of something is different than the real thing, but can be used to study the real thing.
- Use different types of models, such as graphs, sketches, diagrams, dioramas and maps, to represent various aspects of the real world.

This is evident, for example, when students:

- Compare toy cars with real automobiles in terms of size and function.
- Model structures with building blocks
- Describe the limitations of model cars, planes, or houses compared to real cars, planes or houses.
- Use model vehicles or structures to illustrate how the real object functions.
- Use an area map to travel from one location in the neighborhood to another.

2. The grouping of magnitudes of size, time, frequency and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.

Students:

- Provide examples of natural and manufactured things that belong to the same category, yet have very different sizes, weights, ages, speeds and other measurements.
- Identify the biggest and the smallest values of a system when given information about its characteristics and behavior.

This is evident, for example, when students:

- Compare the weight of small and large animals (turtle vs. elephant).
- Compare the speed of bicycles, cars and planes.
- Collect and compare data related to the height of the students in their class, identifying the tallest and the shortest.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
ample tasks are identified by triangles (□).

Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

Alternate Level
Equilibrium and Stability

1. Equilibrium is a state of stability due either to a lack **of** changes (static equilibrium) **or a** balance between opposing forces (dynamic equilibrium).

Students:

- observe a balance and notice what happens when objects are placed on the balance.
- record body temperature, etc.

This is evident, for example, when students:

3. place a paper cup on one side of a balance and a glass cup on the other side and observe the change.

- record their body temperature in different weather conditions and observe that the temperature of a healthy human being stays almost constant even though the external temperature changes.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 1

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Alternate Level
Social Studies

1. Students will study family, neighborhood, community, New York State and United States history, culture, values, beliefs and traditions and the important contribution of individuals and groups.

Students:

- participate in activities that highlight historical events.
- learn and communicate about the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- communicate about the basic ideals of American democracy.
- demonstrate the traditions in their family, neighborhood, community and United States.
- distinguish between near and distant past and interpret simple timelines.
- communicate about the important accomplishments of individuals and groups living in their neighborhoods and communities.
- identify individuals who have helped to strengthen democracy in the United States.
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- learn and communicate about their rights as citizens with disabilities and how to protect and secure these rights.

This is evident, for example, when students:

- share information about their family and family tree and traditions.
- take part in a Thanksgiving celebration.
- collect photographs of themselves from birth to present.
- listen to and view material a local historian presents to them.
- learn songs based on an historic event, such as the Erie Canal.
- learn who Abe Lincoln or George Washington are by participating in a play about their lives.
- attend a cultural event hosted by Native Americans
- to learn about their beliefs, songs and dances.
- Listen to an adult with a disability discuss his/her experiences and rights as a disabled person.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 2

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Alternate Level
Social Studies

1. Students will study world history, cultures and civilizations and the important contribution of individuals and groups.

Students:

- study and communicate about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.
- demonstrate an understanding of past, present, and future time periods.
- demonstrate knowledge of calendar time in terms of days, months and years.
- explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.
- utilize media to become aware of current events.

This is evident, for example, when students:

- attend and take part in a cultural fair.
- using a calendar, mark days with pictures indicating activities and cross off days completed. find a photo of a world event in a newspaper or magazine and explain what it is about.
- share a family tradition from a different culture/nation.
- watch the news on television and Tell about one
- current world issue.
- have myths, legends, biographies and autobiographies of world figures read to them and discuss their contributions to the world culture.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 3

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Alternate Level
Social Studies

1. Students will study local, State, national and global geography. Geography can be divided into six essential elements: The world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society and the use of geography.

Students:

- communicate about how people live, work, and utilize natural resources.
- draw or build maps and diagrams representing their home, school and community.
- locate places within the local community, New York State and United States.
- gather and organize geographic information from a variety of sources and display it in a number of ways.
- identify and compare physical characteristics of different regions and people.
- demonstrate their location within their community, State and world.

This is evident, for example, when students:

- state their address.
- using a large map of the world, cut out pictures of different people/cultures and attach to appropriate location on map.
- using model homes, stores, trees, etc. build a model of their community.
- travel from home to school via public transportation.
- draw a picture of their school and surrounding land features (mountains, rivers, ocean, etc.).
- discuss the community or region they live in (climate, size, location in State, etc.)
- visit a library and look at books about the local community, New York and United States.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 4

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem though market and non-market mechanisms.

Alternate Level
Social Studies

1. Students will study major economic concepts.

Students:

- learn and communicate about jobs in their community.
- understand that money is necessary to buy goods and services.
- communicate about how goods and services are produced.
- develop and demonstrate money management skills.

This is evident, for example, when students:

- attend a job fair.
- purchase lunch at cafeteria or school supplies at the school bookstore.
- open a savings and/or checking account and deposit/withdraw from the account to make purchases.
- purchase items at store/restaurant.
- observe community workers at their jobs.
- participate in community activities such as shopping, going to the post office, etc.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 5

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Alternate Level
Social Studies

1. Students will study government, civic life and values and citizenship.

Students:

- explore the basic purposes of government and the importance of civic life.
- demonstrate knowledge of the holidays, celebrations, and symbols of our nation.
- demonstrate what it means to be a good citizen in the classroom, school, home, and community.
- identify and describe the rules and responsibilities students have at home, in the classroom, and at school.
- learn that effective, informed citizenship is a duty of each citizen, and demonstrate it through voting and community service.
- identify basic rights that students have and those that they will acquire as they age.
- show a willingness to consider other points of view before drawing conclusions or making judgments.
- Participate in activities that focus on a classroom, school, or community issue or problem.

This is evident, for example, when students:

- with assistance, register to vote.
- say the Pledge of Allegiance.
- vote in a school/class election.
- take part in a fundraiser to support a community cause.
- visit local and State governing bodies.
- participate in a July 4th celebration.
- participate in a recycling program to clean up their community.
- participate in an exercise to develop classroom or home rules.
- draw a picture of the American flag.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 1

Alternate Level

Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.

1. Students will learn about the nature of the workplace, the value of work ethic, and the connection of work to the achievement of personal goals.

Students:

- participate in the development of a career plan that would assist in the transition from school to eventual entry into a career option by the completion of school.
- participate in activities that demonstrate an awareness of their interests, aptitudes and abilities.
- demonstrate the value of work.
- utilize appropriate technology in a vocational setting and workplace.
- explore various careers.
- explore their preferences for working with people, information and/or things.
- demonstrate an understanding of decision making to resulting action.

This is evident, for example, when students:

- indicate how hobbies, favorite school subjects, interest and special talents relate to working with people and specific occupations.
- are exposed to different occupations in their community, including those in public service, and how these occupations benefit others (firefighter, police officer, pharmacist, and teacher).
- identify long-range personal and career goals.
- identify skills needed for success in the workplace.
- are exposed to different occupations within a school (maintenance and office workers, teacher aides).
- participate in a voluntary work program.
- are provided examples of how the roles of men and women are changing in the home, workplace, and community (women in law enforcement and men in nursing).
- evaluate long-range personal goals and match them to employment opportunities.
- demonstrate the importance of punctuality, dependability, integrity and getting along with others and working cooperatively in group situations for success in a work environment.
- participate in a job experience with a job coach.
- participate in projects such as a bake sale or craft fair to earn money for a trip.
- can make choices about saving and spending money that they have earned in the workplace.

Key ideas are identified by numbers (1.).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 2—Integrated Learning

Alternate Level

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of what they are being taught and to understand their potential application in the world of work.

Students:

- Develop academic knowledge and skills that are required in specific occupations or work-related situations.
- Solve problems that call for applying academic knowledge and skills.
- Demonstrate learned skills across environments (school, home, community and work).

This is evident, for example, when students.

- Explore and/or describe jobs in the local community.
- Tell a story or participate in a show and tell exercise about how a school cafeteria employee, nurse, police officer or store owner uses mathematical and English language arts skills on the job.
- Listen to a person from the community explain their occupation and describe how math, science, language arts, etc., are used in that job.
- Integrate mathematical/science and communication skills in real-life situations (plan a garden, shop for a party.)
- Apply mathematical skills to purchase items from a grocery store, compare prices, total their purchases and count change.
- Explain why being able to tell time is important in your job.
- Select four samples of their work (completed hands-on projects depicting various occupations) and describe the academic knowledge and technical skills needed for those particular jobs.
- Complete a multifaceted project such as conducting a bake sale, collecting toys for tots or recycling.
- Link with existing student leadership organizations (Future Homemakers of America, Vocational Industrial Clubs of America, etc.) to conduct a special project that leads to interdisciplinary applications.
- Complete an internship which focuses on a particular career of interest (food services, maintenance, lawn care, etc.) with the support of staff (job coach, travel training, shadowing.)

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 3a—Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Alternate Level Basic Skills	Alternate Level Thinking Skills

1. Basic skills include the ability to read, write, listen, clearly communicate and perform arithmetical skills on a simple functional level.

Students:

- listen to the ideas of others, communicate and use basic mathematical concepts to solve problems.

This is evident, for example, when students:

- ☐ follow simple one-step to two-step verbal or tactile directions.
- ☐ read functional words such as ladies room, stop, McDonald's, danger, poison, keep out, etc.
- ☐ follow directions to operate simple machinery.
- ☐ follow directions to stock an inventory.
- ☐ use measuring guides, measure materials such as lengths of wire or paper tablecloths for use on a job.
- ☐ recognize and identify vocabulary associated with various jobs.

2. Thinking skills lead to problem solving and allow the application of knowledge to new and unfamiliar situations.

Students:

- recognize that there is a problem and make decisions to solve the problem to accomplish a task.

This is evident, for example, when students:

- ☐ provide examples of ways to raise money for a school field trip.
- ☐ solve a riddle, puzzle or problem, following simple instructions.
- ☐ are able to generalize skills, such as using a toaster or a microwave, in different settings (e.g., home or restaurant).
- ☐ while using a copying machine, demonstrate how to obtain and load paper when indicated by machine.

Key ideas are identified by numbers(l).
Performance indicators are identified by bullets(□).
Sample tasks are identified by triangles(□).

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Alternate Level Personal Qualities	Alternate Level Interpersonal Qualities

3. Personal qualities include appropriate daily living skills, social skills and positive behaviors for success in the workplace.

Students:

- Demonstrate the personal qualities that lead to responsible behavior.

This is evident, for example, when students:

- ☐ Arrive at school and work on time.
- ☐ Complete tasks and assignments as directed.
- ☐ Provide examples of people acting responsibly/irresponsibly in the community such as littering vs. proper disposal of garbage.
- ☐ Demonstrate appropriate hygiene/dressing for school and the workplace.
- ☐ Cooperate with a peer to complete an assignment such as washing and drying dishes.
- ☐ Demonstrate appropriate self control in school, community and the workplace such as no hitting, bad language or inappropriate displays of affection.
- ☐ Demonstrate positive behavior through interactions in the classroom (sharing resources, helping classmates.)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social and work situations.

Students:

- Relate to people of different ages and from diverse backgrounds.
- Demonstrate positive interpersonal qualities.
- Display skills needed to resolve conflicts with other people.

This is evident, for example, when students:

- ☐ Work cooperatively with peers to accomplish a task.
- ☐ Respect the rights and space of others.
- ☐ Walk away from a confrontation rather than engaging in it.
- ☐ Work cooperatively with peers composed of individuals of different ages and diverse backgrounds.
- ☐ Respond positively to constructive criticism
- ☐ Work as a member of a team toward a common goal

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Alternate Level Technology	Alternate Level Managing Information

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- Use appropriate types of technology for job tasks.

This is evident, for example, when students:
- Use a toaster to toast bread
- Use photocopying machines to copy a page from a book
- Use the correct tool such as a screwdriver or hammer to assemble an item
- Use a computer to enter items ordered from a menu

6. Information management focuses on the ability to access and use information obtained from other people, community resources and media.

Students:

- Utilize information to make decisions.

This is evident, for example, when students:

- Listen to the morning weather forecast to determine what clothes to wear that day.
- Use bus schedules to determine when their bus will come.
- Utilize a menu at a fast food restaurant to determine how much an item costs.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Alternate Level Managing Resources	Alternate Level Systems
7. Resources used for success in the workplace may include money, personnel, time and/or materials to carry out a planned activity. Students: • Demonstrate an awareness of the knowledge, skills, abilities and resources needed to complete a task. *This is evident, for example, when students:* □ Identify the resources to make a bed or take a shower. □ Utilize resources provided in school or on the job to complete a simple task such as collating and stapling a 3-page flyer within a specified time frame. □ Follow a personal schedule.	8. Systems are designed to achieve specific results and produce outputs such as products, structures, services, energy or other sytems. Students: • Demonstrate understanding of how a system operates and identify where to obtain information and resources within the system. *This is evident, for example, when students:* □ Explain the daily schedule in the classroom and how they will complete a science experiment within the time constraints of the schedule. □ Use the cafeteria system to order a meal. □ Use the transportation system to get to school or a job. □ Demonstrate that batteries, a light bulb and flashlight casing are needed to complete a lighting system.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 1—Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Alternate Level Movement	Alternate Level Music
1. Students will explore and perform dance forms in formal and informal contexts and will improvise, create and perform dances based on their own movement ideas.	1. Students will explore and perform music in formal and informal contexts and will improvise, create and perform music based on their own ideas.
Students: • identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop, walk in a straight line). • participate in movement activities. • create and perform simple dances based on their own movement ideas. • interpret words into a dance. • perform individually or in a group.	Students: • explore what musical elements are. • create short musical pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard) and nontraditional sound sources (e.g., water-filled glasses). • sing songs and play instruments maintaining pitch, rhythm, tone and tempo. • sing or play simple repeated rhythm patterns with familiar songs and rounds.
This is evident, for example, when students: □ demonstrate the movements of various animals (a cat, a dog, an elephant, a monkey). □ pretend that they are flowers or plants caught in a wind, moving in groups of two or three to suggest the movement. □ create a dance of a bumblebee after watching a video about bees or after being read a story about bees.	*This is evident, for example, when students:* □ improvise a short composition using the black keys on the piano. □ sing familiar rounds and folk songs in a group. □ perform standard rhythmic notation on rhythm sticks or other classroom instruments. □ play a simple pattern on a mallet instrument to accompany a familiar song such as Frere Jacques. , perform a simple piece of music with others in a band or chorus.

Key ideas are identified by numbers(l).
Performance indicators are identified by bullets(o).
Sample tasks are identified by triangles(,).

Students will actively engage in the processes that constitute creation and

performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.

Alternate Level Theater	Alternate Level Visual Arts
1. Students will create and perform theater pieces as well as improvisational drama. They will use the basic elements of theater in their characterizations and improvisations. Students will engage in individual and group theatrical and theater-related tasks. Students: • use creative drama to communicate ideas and feelings. • imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling and role-playing. • use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings. • use basic props, simple set pieces and costume pieces to establish place, time and character for the participants. • use in individual and group experiences some of the roles, processes and actions for performing and creating theater pieces and improvisational drama. *This is evident, for example, when students:* □ pantomime the action of a narrated story. □ observe the habits of familiar animals and use voice, gesture, body movement to portray the animals to classmates. □ act out a scene from a well-known fairy tale using basic props, simple set pieces and costume pieces. □ Use puppets to dramatize an event: create the dialogue, voices and movement of the puppets to convey the story working in small groups. □ Experience live and taped theater performances.	1. Students will make works of art that explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will sue a variety of art materials processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual arts works. Students: • Explore selected works of art in order to discover that these works were made by artists and to discover how they were made (the exploration may be both visual and tactile). • Demonstrate the basic skills in cutting, pasting, using clay and using a paint brush. • Create works of art based on their personal experiences (such as stories, pets, trips) and make art that tells something about that experience. • Explore selected symbols that are used in art, (such as the symbol for the sun or a tree) and discuss how the shape of the symbol may be different from one work to another but yet the symbol is still able to be identified or named. • Learn to name visual elements (such as shapes, textures and colors) through multi-sensory experiences.

Standard 2—Knowing and Using Arts

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Alternate Level Movement	Alternate Level Music

2. Students, with assistance from staff, will access dance and dance-related material from libraries, resource centers, museums, studios and performance spaces. Students will be informed of various careers in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

Students:

- will use dance resources in video, photography, print and live performance.
- understand the concept of live performance and appropriate conduct.
- learn about dance-related careers (e.g., dancer, choreographer, composer, lighting designer, historian, teacher).

This is evident, for example, when students with staff assistance:

- discuss the differences between watching a dance performance on video and watching a live performance.
- talk to a visiting artist (dancer, choreographer, composer, lighting director) about what he/she does.
- visit a library and sign out videos or book showing a dance performance.
- behave appropriately at a live dance performance.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets(□).
Sample tasks are identified by triangles(□).

1. Students will use traditional instruments, electronic instruments and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students:

- use classroom and nontraditional instruments in performing and creating music.
- construct instruments out of material not commonly used for musical instruments.
- use current technology to manipulate sound.
- learn about the various settings in which they hear music and the various resources that are used to produce music.
- demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.
- learn about ways that music is used by various members of the community.

This is evident, for example, when students:

- use common items (e.g., keys, classroom blinds, measuring sticks) as "found sounds" to improvise a group composition.
- make a shaker from a paper tube to accompany a Native American dance or Latino song.
- change pitch or timbre of a sound on the synthesizer.
- exhibit appropriate behavior when listening to music in the school's auditorium.
- listen to and ask questions of a person who is active in local musical theater productions.
- visit places in their community where they can hear music being performed.
- create a simple musical instrument.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Alternate Level Theater	Alternate Level Visual Arts

2. Students will learn about the basic tools, media and techniques involved in theatrical production. Students will learn about school, community and professional resources for theater experiences. Students will learn about the job opportunities available in all aspects of theater.

Students:

- visit theaters, theater-related facilities, and/or touring companies to observe aspects of theatrical production.
- visit the library/media center of their school or community to learn about story dramatization material or other theater-related materials and to view videotapes of performances.
- visit a community library to learn about costumes and makeup and watch a videotape
- performance of a Broadway play, such as Cats.
- attend theatrical performances in their school and demonstrate appropriate audience behavior.
- listen to theater professionals talk about how they prepare for and perform their jobs.

This is evident, for example, when students:

- visit a school or local Theater Company to observe the rehearsal of a play and participate in a question and answer session with the production staff.
- discuss and adhere to guidelines for proper behavior when attending a theatrical production, behavior that enhances enjoyment and supports the efforts of the performers.
- visit a community library and watch a videotape performance of a Broadway play, such as Cats, to learn about costumes and makeup.

2. Students will know and use a variety of visual arts materials, techniques and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- draw images of people and things that become increasingly more specific.
- explore the characteristics of selected mediums and describe what they feel like when using them. Name those they like the best.
- make simple three-dimensional works of art using additive and/or subtractive techniques.
- use a draw/paint software program to make simple graphic shapes.
- listen to and discuss the presentation of a museum person or an artist who brings original art works or artifacts to the classroom.
- look at and explore (by handling, if possible) artifacts borrowed from a museum and talk about their visual characteristics and their purpose.
- listen to and ask questions of a person from the local community who makes his/her living in the visual arts (a painter, a sculptor, a photographer).

This is evident, for example, when students with staff assistance:

- use a draw/paint computer program to create a raphic image of a house.
- visit an art museum and talk about what they saw.
- listen to a visiting artist talk about what that artist does, how he/she does it and why.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□),
Sample tasks are identified by triangles (□).

Standard 3—Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Alternate Level Movement	Alternate Level Music
2. Students will express their understanding of dances they see, do and learn about. Students will acquire the basic vocabulary to talk about a variety of dance forms.	3. Students will demonstrate the capacity to listen to and comment on music.
Students: • Explore words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement. • Express to others their understanding of specific dance performances.	Students: • Through listening, tell what they liked or disliked about specific musical works and performances. • Learn about the basic elements of music such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. • Learn about the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre.
This is evident, for example, when students: □ Describe the patterns that they see in a video of a dance such as *The March of the Wooden Soldiers.* □ Describe the bodily movement that they see in a dance and then imitate it. □ Skip or hop to music and express that they are skipping and hopping.	*This is evident, for example, when students:* □ Listen to a musical composition and identify elements (such as rhythm, harmony, melody) that they liked and disliked. □ Demonstrate with a rubber band how to raise and lower pitch. □ Listen to a variety of music which sets a mood and tell what mood (happy, sad, mad) they are feeling. □ Listen to a variety of music (rock, jazz, classical, country) and tell what they liked/disliked about it.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Alternate Level Theater	Alternate Level Visual Arts
3. Students will reflect on and discuss plays and theatrical performances, both live and recorded. Students: • Discuss their understanding, interpretation, and evaluation of a theatrical performance. *This is evident, for example, when students:* □ After viewing a taped or live theater performance, discuss how the music, dance and visual arts enhanced the performance. □ After viewing a class or school play, discuss the characters, setting and story.	4. Students will reflect on works of art. Students will learn about the visual characteristics of the natural and man-made environment and the social, cultural, psychological and environmental dimensions of the visual arts. Students will learn about the ways in which a variety of ideas, themes and concepts are expressed through the visual arts. Students: • Learn about the features of selected works of art, such as the subject matter and the overall feeling of the work. • Identify a work of art as distinguished from other kinds of objects and discuss where works of art can be found such as in the home, in school or in a museum. • Learn about art elements (such as shape, texture, color) that are found in works of art and what they might express in a work of art. • Explore a theme that is part of the student's experience that is found in a work of art. Express that theme in another form such as movement or music or in composing a class story. *This is evident, for example, when students:* □ Describe a work or art and tell what they think the work of art is about.\ □ Explore how lines might imply motion, color might convey emotion and size might suggest distance in selected works of art. □ Explore how pattern can be found in a painting and in a familiar song.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Alternate Level Theater	Alternate Level Visual Arts
3. Students will reflect on and discuss plays and theatrical performances, both live and recorded. Students: • Discuss their understanding, interpretation, and evaluation of a theatrical performance. *This is evident, for example, when students:* □ After viewing a taped or live theater performance, discuss how the music, dance and visual arts enhanced the performance. □ After viewing a class or school play, discuss the characters, setting and story.	5. Students will reflect on works of art. Students will learn about the visual characteristics of the natural and man-made environment and the social, cultural, psychological and environmental dimensions of the visual arts. Students will learn about the ways in which a variety of ideas, themes and concepts are expressed through the visual arts. Students: • Learn about the features of selected works of art, such as the subject matter and the overall feeling of the work. • Identify a work of art as distinguished from other kinds of objects and discuss where works of art can be found such as in the home, in school or in a museum. • Learn about art elements (such as shape, texture, color) that are found in works of art and what they might express in a work of art. • Explore a theme that is part of the student's experience that is found in a work of art. Express that theme in another form such as movement or music or in composing a class story. *This is evident, for example, when students:* □ Describe a work or art and tell what they think the work of art is about.\ □ Explore how lines might imply motion, color might convey emotion and size might suggest distance in selected works of art. □ Explore how pattern can be found in a painting and in a familiar song.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Alternate Level Movement	Alternate Level Music
4. Students will explore dances from many cultures and times. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies. Students: • Explore basic dance movements that are typical of the major world cultures. • Explore the settings and circumstances in which dance is found in their lives and those of others, both past and present. This is evident, for example, when students: □ Watch a dance of the Plains Indians □ Discuss and learn about the role that dance plays in their community (weddings, proms, festivals). □ Watch a dance performed from another country (Japan, Ireland, Africa).	3. Students will develop a beginning performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States. Students will learn about the cultural features of a variety of musical compositions and performances and the functions of music within the culture. Students: • Will listen to and perform a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world. • Will listen to composers of well-known examples of classical concert music, folk and blues/jazz selections. *This is evident, for example, when students:* □ Sing folk music common to a period of history in the United States. □ Listen to and watch dances associated with some simple pieces of music such as the tango, march and waltz and learn about the countries and composers most associated with the selections. □ Record on tape the folksongs sung in class and state the country of origin □ Make a pin map which shows the country of origin of folksongs and recordings.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present

Alternate Level Theater	Alternate Level Visual Arts
4. Students will learn about past and present cultures as expressed through theater. They will learn how theater reflects the beliefs, issues and events of societies past and present. Students: • Dramatize stories and folk tales from various cultures. • Engage in drama/theater activities including music, dance, and games which reflect other cultures and ethnic groups. *This is evident, for example, when students:* □ Have a folk tale read to them in which animals play important roles; improvise being animals; learn about the "cultures" of animals and human beings. □ Attend a community ethnic festival to learn about a particular culture's music, dance and games.	5. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural and environmental dimensions of human society. Students: • Look at and discuss a variety of two-dimensional and three-dimensional art works from different times and different cultures and learn that art tells us something about those people. • Look at art and artifacts from different cultures of the United States and discuss what they look like. • Make a work of art based on an image or a design that they see in a work of art from another period or another culture. *This is evident, for example, when students:* □ Look at Native American art work and create an art work using that style/medium. □ Look at and discuss art and artifacts from the Civil War, World War I and II and modern eras in United States.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (□).
Sample tasks are identified by triangles (□).

Attachment A

Guidelines for Committees on Special Education Regarding Students with Severe Disabilities

The following guidelines will be useful to Committees on Special Education (CSE) as they discuss the appropriateness of alternate performance indicators for individual students. The CSE should determine and verify that the student meets most of the following guidelines:

Yes	No	Guidelines	Documentation
		The student demonstrates cognitive ability and adaptive behavior which prevents completion of the general education curriculum, even with program modifications and adaptations.	
		The student's management needs are intensive and require a high degree of individualized attention and intervention.	
		The student's current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills.	
		Excessive or extended absences, language differences, or social, cultural or environmental factors have not resulted in the student being unable to complete the course of study. Note: Excessive or extended absences do not apply to absences due to a child's disability.	
		The student is unable to apply or use academic skills at a minimal competency level in natural settings (home, community or work site).	
		The student requires intensive, frequent and individualized community-based instruction in order to acquire, maintain or generalize skills and to demonstrate performance (in settings such as revocational/vocational settings, work sites).	
		Current and longitudinal student data across all settings in all relevant areas including progress and adaptive behavior have been reviewed and support the CSE's recommendation.	

Based on the information documented above, a determination has been made by the CSE with parental opportunity for input regarding the appropriateness of Alternate Performance Indicators.

_____ ____

CSE Chairperson Date