

Course Descriptions

Exceptional Student Education Grades 6-12

Suggested Course Performance Objectives

Overview

Florida has had statewide course descriptions for Exceptional Student Education (ESE) since 1982-83. These descriptions were originally called curriculum frameworks and were developed for courses for Grades 6-12 and Adult Education Programs. The curriculum frameworks have been renamed “Florida Course Descriptions.” Many changes have been made to the organization and content of these documents. The following provides a brief overview of those changes:

Courses incorporate the Sunshine State Standards for Special Diploma. The content and requirements of the courses have been revised. Most requirements include a list of related Benchmarks from the Sunshine Standards for Special Diploma. Each Standard has benchmarks that describe the expectations for each level of functioning: independent, supported, and participatory. For ease of reference, the benchmarks are coded using an identification system that mirrors the structure of the standards. Each domain, strand, standard, and benchmark has been assigned a unique identification code. See the following example.

CL.B.3.In.2 The student applies mathematical concepts and processes to solve problems.

Domain	CL	Curriculum and Learning Environment
Strand	B	Functional Academics
Standard	3	The student identifies and applies mathematical concepts and processes to solve problems.
Level	In	Independent
Benchmark	2	The student applies mathematical concepts and processes to solve problems.

Reduction in number of courses. Consistent with the efforts in the Department of Education to reduce the number of courses managed by the State, the Bureau of Instructional Support and Community Services has recommended that 89 ESE courses be deleted in the 1999-2000 school year. High school courses that duplicate requirements in comprehensive courses were deleted. A total of 84 courses for Grades 6-12 and Adult Education for Exceptional Student Education remain.

All ESE courses repeatable. All courses are described as multi-credit or repeatable courses. The specific requirements must be defined for each student on an individual basis each year the student is enrolled in the course.

Name changes. In keeping with the “student first” philosophy, the names of courses that reference specific exceptionalities have been revised to put the student first. For example, “Special Skills for Autistic Students” has been renamed “Special Skills for Students with Autism.”

Names of some other courses have been revised to better reflect the content of each course. A complete list of name changes is included in the *Florida Course Descriptions* Table of Contents.

New courses. Four courses for Grades 9-12 are new. They are:

Preparation for Adult Postschool Living

Career Preparation

Career Experiences

Career Placement

6-8 and 9-12 companion courses. Courses addressing similar content in Grades 6-8 and Grades 9-12 have been revised to be more consistent. For Special Skills Courses, requirements are identical for both levels. In other cases, the language used in the course requirements indicates a less complex type of knowledge for Grades 6-8. For example, the requirement for Grades 6-8 might be stated as “Demonstrate awareness...” while a similar requirement for Grades 9-12 might be stated as “Demonstrate knowledge” or “Demonstrate understanding.”

The Suggested Course Performance Objectives are similar for companion courses in both Grades 6-8 and 9-12. This overlap provides greater flexibility in the use of the courses to better meet individual needs of students. Within a Course Requirement, the objectives are generally listed from simple to complex or by specific categories to help identify scope and sequence.

Sections of a Course Description

Course Header—

provides the subject area, course name and number, including any changes, and information about credits.

Section A. Major Concepts/Content—

provides a statement of the purpose of the course and a list of the course topics or content. The requirement to integrate Sunshine State Standards and the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability, as appropriate for individual students in the course, is also noted here.

Section B. Special Note—

provides specific information about a course, such as legal requirements, the intended student population, or suggested instructional activities.

Section C. Course Requirements—

were formerly called “Course Outcomes.” Beneath each requirement, the relevant Benchmarks from the Sunshine State Standards for Special Diploma are listed. Course requirements generally state that students will demonstrate understanding or apply skills and strategies. This wording does not limit the ways that students could indicate mastery of a particular requirement.

Florida Department of Education	
COURSE DESCRIPTION - GRADES 9-12, ADULT	
Subject Area	Academics: Subject Areas
Course Number:	7910110
Course Title:	English: 9-12
Previous Course Title:	Applied English: Comprehensive
Credit:	Multiple
<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> - reading comprehension and vocabulary - listening and speaking skills - writing - language usage - literature - study skills - reference skills - applications in daily life - applications in the workplace <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p>	
<p>B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.</p> <p>This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p>	
<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms). <ul style="list-style-type: none"> CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes. CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes. 	

Levels of Functioning. To maintain alignment with the Sunshine State Standards for Special Diploma, the three levels of functioning, *independent*, *supported*, and *participatory*, are used in the courses. In Section A. Major Content/Concepts, the purpose of the course may describe the specific level, for example, “...for students functioning at independent levels,” or indicate that the course requirements may be appropriate for students at diverse levels. The Benchmarks listed with the requirements indicate multiple levels as appropriate.

Section B of the Course Description includes a description of the three levels of functioning.

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

The courses are designed to accommodate the diverse needs of students with disabilities. More information about levels of functioning is included in the next section of this guide. In general, one or more levels of functioning are included in the course requirements and the correlated benchmarks for the Sunshine State Standards for Special Diploma. You may adapt requirements and objectives, if needed, to provide for students functioning at levels different from those designated in the courses.

On the following pages, a complete list of courses is provided with the level(s) of functioning indicated for each course.

Level(s) of Functioning in Courses

	IND	SUP	PART
GRADES 6-8			
ACADEMICS - GENERAL			
7855010 Academics: 6-8	✓	✓	
7855030 Academic Skills: 6-8		✓	
7855040 Advanced Academics: 6-8	Does not apply		
7855050 Developmental Skills: 6-8			✓
ACADEMICS - SUBJECT AREAS			
7810010 Language Arts: 6-8	✓	✓	
7810020 Reading: 6-8	✓	✓	
7810030 Communications: 6-8	✓	✓	✓
7812010 Mathematics: 6-8	✓	✓	
7820010 Science: 6-8	✓	✓	
7820020 Health: 6-8	✓	✓	
7821010 Social Studies: 6-8	✓	✓	
7821030 Career Education: 6-8	✓	✓	✓
7880010 Exploratory Vocational: 6-8	✓	✓	✓
SPECIAL SKILLS COURSES			
7863000 Social Personal: 6-8	✓	✓	✓
7863010 Unique Skills: 6-8	✓	✓	✓
7863020 Speech and Auditory Training: 6-8	Based on student's IEP		
7863060 Orientation and Mobility: 6-8	✓	✓	✓
7863080 Unique Skills Vision: 6-8	✓	✓	✓
7863090 Learning Strategies: 6-8	✓		
MISCELLANEOUS			
7801010 Visual and Performing Arts: 6-8	✓	✓	✓
7813010 Music: 6-8	✓	✓	✓
7815010 Physical Education: 6-8	✓	✓	✓

THERAPY		IND	SUP	PART
7866030	Speech Therapy: 6-8	Based on student's IEP		
7866040	Language Therapy: 6-8	Based on student's IEP		
7866050	Occupational Therapy: 6-8	Based on student's IEP		
7866070	Physical Therapy: 6-8	Based on student's IEP		
NON-CREDIT				
7800010	Therapeutic Instructional Support: 6-8	Does not apply		
7855020	Hospital and Homebound Instructional Services: 6-8	Does not apply		
GRADES 9-12, ADULT EDUCATION				
ACADEMICS - SUBJECT AREAS				
7910100	Reading: 9-12	✓		
7910110	English: 9-12	✓		
7910390	Life Skills Communication: 9-12	✓	✓	
7910400	Life Skills Reading: 9-12	✓	✓	
7912050	Math: 9-12	✓		
7912340	Life Skills Math: 9-12	✓	✓	
7920010	Science: 9-12	✓	✓	
7920050	Health and Safety: 9-12	✓	✓	
7921010	Social Studies: 9-12	✓	✓	
7921330	Career Education: 9-12	✓	✓	✓
7960010	Life Management and Transition: 9-12	✓	✓	✓
SUPPORTED LEVELS: 9-12				
7961010	Academic Skills for Functional Living		✓	
7961020	Communication Skills for Functional Living		✓	
7961030	Personal and Home Skills for Functional Living		✓	
7961040	Leisure and Recreation Skills for Functional Living		✓	
7961050	Community and Social Skills for Functional Living		✓	

PARTICIPATORY LEVELS: 9-12	IND	SUP	PART
7962010 Cognitive and Linguistic Skills			✓
7962020 Life Sustaining and Environmental Interaction Skills			✓
7962030 Leisure/Recreation Skills for Improvement of Quality of Life			✓
7962040 Developmental-Functional Motor and Sensory Skills			✓
SPECIAL SKILLS COURSES			
7963010 Preparation for Postschool Adult Living	✓	✓	✓
7963030 Skills for Students who are Motor and Other Health Impaired	✓	✓	✓
7963040 Skills for Students who are Deaf or Hard of Hearing	✓	✓	✓
7963050 Skills for Students who are Visually Impaired	✓	✓	✓
7963060 Orientation and Mobility Skills	✓	✓	✓
7963070 Social and Personal Skills	✓	✓	✓
7963080 Learning Strategies	✓		
7963090 Skills for Students who are Gifted	Does not apply		
7963110 Skills for Students with Autism	✓	✓	✓
7963120 Skills for Students who are Deaf-Blind	✓	✓	✓
7963130 Unique Skills	✓	✓	✓
MISCELLANEOUS			
7915010 Specially Designed Physical Education	✓	✓	✓
7919010 Driver Education for Special Learners	✓		
7967010 Visual and Performing Arts	✓	✓	✓
GIFTED			
7965010 Research Methodology for Students who are Gifted	Does not apply		
7965030 Externship for Students who are Gifted	Does not apply		
7965040 Studies for Students who are Gifted	Does not apply		

THERAPY	IND	SUP	PART
7966010 Physical Therapy	Based on student's IEP		
7966020 Occupational Therapy	Based on student's IEP		
7966030 Speech Therapy	Based on student's IEP		
7966040 Language Therapy	Based on student's IEP		
VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES			
7980010 Exploratory Education	✓	✓	
7980020 Practical Arts Education	✓	✓	
7980030 Job Preparatory Education	✓	✓	
7980040 Agriculture Education	✓	✓	
7980050 Business Technology Education	✓	✓	
7980060 Diversified Education	✓	✓	
7980070 Health Science Education	✓	✓	
7980080 Family and Consumer Sciences Education	✓	✓	
7980090 Industrial Education	✓	✓	
7980100 Marketing Education	✓	✓	
7980110 Career Preparation	✓	✓	✓
7980120 Career Experiences	✓	✓	✓
7980130 Career Placement	✓	✓	✓
7980150 Supported Competitive Employment		✓	
7980190 Technology Education	✓	✓	
NON-CREDIT			
7900010 Therapeutic Instructional Support	Does not apply		
7900030 Hospital/Homebound Instructional Services	Does not apply		

Suggested Course Performance Objectives

Suggested course performance objectives were formerly called course performance standards. They have been developed for most courses to assist districts with the implementation of these new courses. *Course performance objectives* are detailed statements of the knowledge and skills included in the course requirements. Each requirement includes objectives that relate to the correlated benchmarks and may also include objectives that are correlated to different benchmarks. Some objectives are not correlated to any benchmarks.

Course performance objectives were not developed for Speech and Auditory Training: 6-8; Speech, Language, Occupational and Physical Therapy courses for Grades 6-8 and 9-12; or Therapeutic Instructional Support and Homebound Hospitalized Services for Grades 6-8 and 9-12.

Important things to know

→ Each *course requirement* is printed in bold type with the correlated benchmarks from the Sunshine State Standards for Special Diploma listed underneath. The example that follows is taken from a course designed for all three levels of functioning.

12. Demonstrate understanding of interpersonal relationships as they relate to postschool adult living.

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

→ The expected *level of functioning* for the student should be specified for each course requirement and performance objective. You will determine the level of functioning by considering the amount of additional support and assistance that *must be* provided for the student to be able to successfully perform the skill or use the knowledge. This support or assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. You may find the following guidelines included in Section B of each course helpful.

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

- For requirements/objectives mastered at the **Supported Level**, mastery should be determined with consideration of the amount and type of *guidance and support* necessary for the student to be able to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color-coding, icons or symbols, pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the **Participatory Level**, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

→ **There is a place within each requirement to indicate the specific types of guidance and support or assistance that are necessary for each student who will be expected to master an objective at the supported or participatory level.** You can add information such as the name of the particular type of assistive technology or amount of supervision that is needed. Within a requirement, students may be able to master some objectives at an independent level, others at a supported level, and still others at a participatory level.

Indicate guidance and support necessary for mastery at supported level:					
___ physical prompt	___ verbal prompt	___ visual prompt			
___ assistive technology	___ supervision	___ other: _____			
Indicate assistance necessary for mastery at participatory level:					
___ physical assistance	<input type="checkbox"/> full <input type="checkbox"/> partial	___ assistive technology	<input type="checkbox"/> full <input type="checkbox"/> partial		

The most important thing to know about levels of functioning is that

an individual student may function at all three levels depending on

...the specific knowledge or skills

...the requirements of the situation

...the experience and functional limitations of the student.

Some have tried to align the levels of functioning with the categories of *mild*, *moderate*, and *severe/profound* disabilities. This is *not* appropriate.

- The level of functioning is *not* the same as the level of performance or knowledge.
- The independent level does *not* mean skills at high school level.
- The supported level does *not* mean low-level skills.
- The participatory level does *not* mean developmental skills.

Independent means that students are expected to be able to perform the skill or use the knowledge on their own.

Supported means that students are expected to require some type of prompt, supervision, or use of assistive technology to be able to perform the skill or use the knowledge required for the task.

Participatory means that students are expected to require assistance to be able to participate in the particular activity or task.

Here are two examples to help explain the difference.

Strand: Life Work

Standard: The student recognizes opportunities and responsibilities in the workplace.

Level	Benchmark	Objective
Independent	CL.C.1.In.3 The student makes general preparations for entering the work force.	Writes a list of appropriate questions to ask when participating in a job interview.
Supported	CL.C.1.Su.3 The student makes general preparations for entering the work force—with guidance and support.	Responds appropriately when prompted to a structured set of questions in a job interview.
Participatory	CL.C.1.Pa.1 The student shows willingness or interest in participating in work or community activities—with assistance.	Expresses preferences for possible work situations using an augmentative communication system with assistance.

Strand: Personal Care

Standard: The student engages in productive and leisure activities used in the home and community.

Level	Benchmark	Objective
Independent	IF.A.1.In.2 The student completes personal care, health, and fitness activities.	Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., follow a wellness plan, work out with a buddy).
Supported	IF.A.1.Su.2 The student completes personal care, health, and fitness activities—with guidance and support.	Complete activities related to wellness when reminded by parent or supervisor (e.g., engage in fitness routines, eat nutritious foods, have annual checkups by doctor).
Participatory	IF.A.1.Pa.1 The student participates in routines of productive and leisure activities used in the home and community—with assistance.	Accept assistance and participate in routine physical fitness activities on a regular basis.

What do the course performance objectives include?

- **Some objectives include the *Student Performance Standards for Exceptional Student Education* and are listed under related requirements in courses for Grades 9-12.** These objectives are printed in *italics*, with the subject area, standard number, and level in parentheses at the end. These standards are included *only* in the courses for Grades 9-12 to accommodate students who are required to master them for a Special Diploma through 2001-2002. Here is an example of a Student Performance Standard as it appears in the suggested course performance objectives.

Identify resources for finding employment. (Social and Personal C 30: VI)

- **Most other objectives have one or more *correlated benchmarks* at the end in parentheses. Some objectives have not been correlated.**

Accept assistance and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)

- **Some objectives include *examples* to clarify what the knowledge or skill requires the student to do.**

Demonstrate behavior that meets social expectations when working in a group at work (e.g., waiting for turn, assisting others, following rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

- **For many objectives, the required knowledge and skill must be applied or used when *completing functional tasks or productive activities*.** Acquiring knowledge and skills in isolation has no place in instructional programs for students with disabilities. A functional task or productive activity is one that is relevant to the student's life, in or out of school. A functional task has personal meaning for the student, now or in the future. The examples at the end of the objectives provide ideas about different types of tasks or activities that might require the knowledge or skill of the objective. You can add any additional tasks or activities needed by your students.

Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)

Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing windows, securing home by locking windows and doors, using a screwdriver for simple home maintenance). (IF.A.1.In.1, IF.A.1.Su.1)

→ **Many objectives contain clusters of knowledge and skills listed beneath the objective.** You may add additional knowledge and skills as appropriate for your students.

Identify common abbreviations when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ measurement units _____ locations
 _____ titles _____ time
 _____ other: _____

→ **For many objectives, various *situations or contexts* for the behaviors are listed separately.** Students with disabilities often have difficulty generalizing knowledge and skills to new tasks and to new situations. To address the student’s need to generalize knowledge and skills, you can identify the specific context(s) or situation(s) in which the objective will be applied. Because of considerations of age-appropriateness, “workplace” is included only in courses for grades 9-12.

Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ home _____ school _____ community _____ workplace

→ **Some objectives include space where you can record student progress.** For the performance objectives that include “Specify” lists, the *line and box* before the item within the objective can be used to keep a record of student performance. The box can be checked when the particular item is assigned to the student, and the date of mastery can be placed on the line.

Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ name key features or steps
 _____ break into smaller components for practice
 11/2/99 practice with physical guidance
 _____ practice with verbal prompts
 _____ other:

More about levels of functioning

Independent and Supported Levels. You'll find that most objectives have both an independent and supported level benchmark correlated to them. This is done to indicate that most knowledge and skills can be performed either independently or with guidance and support. See the following chart for examples.

Independent Level	Supported Level
Objective— Performs <i>independently</i>	Objective— Performs <i>with guidance and support</i>
Completes personal information sections on applications and forms accurately.	<i>Copies personal information from a personal identification card to complete applications and forms accurately.</i>
Initiates requests for personal assistance by stating needs.	<i>Follows a visual prompt to initiate requests for personal assistance.</i>
Uses complete sentences when writing correspondence.	Revises written correspondence to contain only complete sentences <i>when errors are pointed out by others.</i>
Uses behaviors that reflect self-control when completing functional tasks.	Uses behaviors that reflect self-control when completing functional tasks <i>if monitored by a supervisor.</i>
Replaces tools and equipment in proper location for storage after use.	Replaces tools and equipment for storage in shelves and containers <i>with pictures designating proper location.</i>
Writes a report describing completed projects.	<i>Uses voice-input software with a word processor to write reports describing completed projects.</i>

→ **The Participatory Level uses a different approach.** The unique needs of individuals who function at this level must be taken into consideration for each objective. Objectives at the participatory level generally say “Accept assistance and participate in...,” allowing the teacher to specify what tasks or activities are to be used or what type of response is expected.

Accept assistance and participate in activities related to community service organizations. (IF.A.1.Pa.1)

Specify activity: _____

Accept assistance and participate in requesting help or assistance.

(CO.A.1.Pa.1)

Specify method: _____ point to object _____ point to referent object
 _____ vocalize or gesture _____ verbalize or sign
 _____ body movement _____ assistive/augmentative device
 _____ other: _____

Understanding the verbs in the objectives

→ ***Nonspecific verbs* such as “attend to,” “identify,” and “demonstrate understanding” are used in the performance objectives to allow needed flexibility in targeting expectations for each student’s learning.**

You will notice that in each objective, the verbs designating the required behaviors are *nonspecific*. This allows you to individualize the objective according to the capabilities and needs of individual students. You can also specify the particular types of tasks or situations involved. The following list can be used to target the expectations for each student.

Possible behaviors

If the verb states

The student can...

Attend to

—vocalize, gesture, move body, direct gaze

Identify

—point to, find, recognize, locate
 —discriminate, distinguish, select
 —match
 —label or name
 —describe or act out
 —define

<i>If the verb states</i>	The student can...
<i>Demonstrate awareness</i>	—identify, match, select, recognize, name, label
<i>Demonstrate knowledge</i>	—define, describe meaning, briefly explain —identify familiar examples and non-examples —express main idea or essential message —note relevant details —describe order of events
<i>Demonstrate understanding</i>	—compare and contrast —identify new examples and non-examples —explain in depth —describe how this knowledge is used in other situations —identify cause/effect relationships
<i>Identify conduct/behavior</i>	—name examples and non-examples —define or describe behavior —name or describe situations when behavior is needed —name or describe situations that support such behavior —name or describe situations that inhibit or prevent such behavior
<i>Use conduct/behavior</i>	—use appropriate communication —use appropriate body language —perform tasks that support intent of situation —refrain from using undesirable behavior or language
<i>Monitor own use of behavior</i>	—keep log or chart —report to peer or adult —modify behavior when necessary
<i>Recognize need</i>	—tell, point to, indicate situation or needed object —initiate request for assistance or needed items —initiate behaviors to meet need
<i>Obtain information</i>	—view or touch object or event —read or listen to verbal information —locate in directory, reference book, database —ask someone knowledgeable

Planning for Instruction

The *Florida Course Descriptions for Grades 6-12, Exceptional Student Education* (1999) provide opportunities for students with disabilities to acquire the knowledge and skills they will need to be able to participate in a wide range of functional activities at home, in school, and in the community and workplace.

In general, the courses can accommodate the needs of a wide range of students with disabilities. To facilitate the articulation of students from grades 6-8 to grades 9-12, the requirements and performance objectives of companion courses are very similar. A student who has been enrolled in the Language Arts: 6-8 course for three years can continue progress in high school in English: 9-12.

Students do not have to be taught or be expected to master each requirement and performance objective in a lockstep fashion. You should select the requirements and performance objectives needed by the individual student. Objectives that have already been mastered do not need to be addressed.

When selecting requirements and performance objectives for an individual student, ask these questions:

What does the student already know how to do independently?

What kinds of support does the student need to learn new skills?

What kinds of accommodations, including assistive technology, does the student need?

Does the student have the necessary prerequisite knowledge and skills for this course?

Does the student need to be able to use the knowledge and skills in various situations and contexts?

The answers to these and other questions about the student's current level of performance should be used to select the requirements and performance objectives that the student will be expected to master for the coming school year. To the extent possible, students should aim toward mastering as many objectives as possible at an independent level. If students are able to perform a particular objective at a supported level with guidance and support, they may be able to progress to an independent level.

Selecting course requirements and performance objectives for students

Because courses are all repeatable (or multi-credit for Grades 9-12), you must select requirements and performance objectives each year the student is enrolled in the course on an individual basis.

If you are responsible for large numbers of students, this may appear to be overwhelming. However, the task becomes more reasonable by thinking about what students who are enrolled in the same class have in common.

- **Check the IEPs of the students.** Start by *reviewing the IEPs* of the students enrolled in the course. What are their present levels of performance and annual goals and objectives? What accommodations and modifications do the students need? What supplementary aids and supports for personnel are needed?
- **Select the requirements that all students should address.** Review the *course requirements* and mark the ones that *all* students will need. Your district may have local guides that indicate which requirements are targeted for specific courses or grade levels. Make notes of any special needs of individual students.
- **Note performance objectives that students have already mastered.** Review the *performance objectives* for each requirement that will be included in the course for the coming year. Mark off the ones that students have already accomplished.
- **Select performance objectives that all students should be able to learn.** Mark the performance objectives that all, or almost all, of the students should be able to accomplish in the school year. Performance objectives may be repeated as appropriate.
- **Differentiate objectives as needed for individual students.** Based on the individual needs of your students, you may need to add or delete objectives. You should also modify objectives as appropriate for individual students.
- **Determine the expected level of mastery for the majority of objectives.** The amount and types of support and assistance necessary for successful performance of the behaviors described in the objectives must be considered for each student. You will need to determine the expected level of mastery—*independent, supported, or participatory*.

By following this procedure, you will soon have a clear understanding of what all the students in the course will be expected to learn, and what kinds of individualization are needed for each student in the class.

Planning the curriculum for a course

Now that you have identified the requirements and performance objectives for students in the course, you are now ready to make decisions regarding the organization or scope and sequence of content and skills, the instructional approaches, the materials, and assessment procedures. In other words, you are ready to plan the *curriculum*.

- **Relate the curriculum to desired post-school outcomes.** Students with disabilities are taking these courses in order to be able to achieve their desired school and post-school outcomes. Answers to the following questions may help to clarify the expectations and outcomes of the course for each student.

Where will students be expected to use what they learn?

At home? In school? In the community? On the job?

How independent will students need to be?

What natural supports are available for students at home, at school, and in the community?

- **Think about the scope and sequence of the requirements and objectives.** When planning the curriculum for the course, you must also consider the overall scope and sequence of the course requirements. Answers to these questions help to clarify the scope and sequence of requirements and objectives.

What are district requirements for this course?

What are necessary prerequisite knowledge and skills?

What skills and concepts form the foundation of this course?

How do the skills and concepts relate to each other?

In what situations will students need to be able to apply the concepts and skills they are learning?

- **Organize units of instruction.** Teachers may group large segments of course content or related skills into *units* of instruction. Units may last for several weeks and include many lessons. Often a culminating project or assessment completes a unit of instruction. Once a unit is determined, you can target the previously selected performance objectives for that unit. The subtitles in the Suggested Performance Objectives in the Course Descriptions will help you locate appropriate objectives.

Don't worry about repeating objectives. You can include specific performance objectives in as many units as appropriate. Students with disabilities need many

opportunities to learn and practice newly acquired knowledge and skills. Don't forget to individualize according to the needs of students.

Using units to organize curriculum helps both the students and you to maintain attention on the key concepts and long-range outcomes. Units can also help students to create linkages to prior knowledge and to identify situations where the new knowledge and skills can be applied. You will also want to consider the length of instructional time that will be needed for each unit so that the selected course requirements can be completed within a semester or academic year.

Use an outline, chart, or graphic organizer to lay out the major topics or themes for the units of the course. This will help you to see the "big picture" and make sure that all of the necessary content and skills will be addressed. Putting these ideas down on paper also helps you to think about how the instruction will be sequenced. By the way, it is a good idea to share this overview of the course with the students. Answers to the following questions can help you think of ways to organize units of instruction.

What major topics, concepts, or themes are reflected in the course requirements?

What logical sequence should be followed in organizing content?

What projects or real-world experiences are needed to help students generalize and apply what they have learned?

- **Plan learning experiences and select instructional materials.** With the overall unit structure in mind, you can begin to identify specific types of learning experiences and instructional materials. Naturally, you will look first at the textbooks, software, and other types of instructional materials provided by your school. You may need to find supplementary materials or guides for other types of learning experiences.

Are the textbooks, software, and supplementary materials provided by my school appropriate for this course and the capabilities of my students?

What additional materials should I include?

Are commercially prepared materials available or will I need to design them myself?

What do I need to teach students about handling the instructional materials or using the equipment?

What kinds of instruction strategies will be needed to help my students meet the course requirements and master the performance objectives?

Will students use these materials individually or in groups?

Are simulated or community-based experiences needed?

How should I coordinate the instruction with other teachers?

- **Develop more detailed plans for the unit and individual lessons.**
Now you are ready to develop the details for the units and individual lessons. Think about and act on each of the following important events of instruction to make your lessons more effective learning experiences:

How will the unit or lesson be introduced?

What are students expected to learn during the unit/lesson?

How does this unit or lesson relate to previous lessons and what students already know?

What activities will be included?

How will students practice and get feedback on their learning?

How will students' learning be assessed? What criteria will be used in the assessment rubric for each objective?

What modifications or accommodations are needed for individual students?

Evaluating student progress

Assessment and evaluation of student progress are a part of every instructional plan. Assessment is often the critical component of the culminating activities of a unit or course. Similar kinds of assessment procedures may be used for the whole class, but the performance of each student must be observed, measured, and reviewed individually, one student at a time. If the student has met or exceeded the expectations of the performance objectives, mastery can be recorded. If the learning is still in progress, descriptions of strengths and weaknesses should be noted in the student's record. Alternate assessment procedures may be incorporated into the lessons and units as appropriate.

Consider the following questions as you plan assessment activities:

What is the purpose of the assessment?

What skills will be tested?

How will the performance be assessed and measured?

What kind of assessment rubric will be used?

Where and when will the assessment occur?

Do individual students need accommodations?

How will students get feedback?

How will the results of the assessment be reported?

Reflecting on your teaching

The planning of a course or unit or lesson is not finished until the end.

At the end of each lesson, unit, or course, take the time to think about what worked and what didn't.

How well did the students do?

Were the instructional strategies and materials effective?

Were the students interested in what they were doing?

Could they see the relevance and functionality of what they were learning?

Could they see the importance of what they were learning?

Did they begin to take control and responsibility for their own learning?

Summary

This document includes the revised course descriptions for Exceptional Student Education adopted by the State Board of Education. A list of suggested course performance objectives is provided for each course requirement. These objectives may be modified as necessary to meet the needs of individual students.