

Course: Unique Skills Vision: 6-8- 7863080

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3439.aspx>

BASIC INFORMATION

Course Title:	Unique Skills Vision: 6-8
Course Number:	7863080
Course Abbreviated Title:	U SKLS VISION: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Status:	State Board Approved
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• maximize use of sensory input• access print information through use of strategies and modifications for completion of general education requirements• personal communication systems• personal management• social and interpersonal relationships• productivity and career options <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>

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

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

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

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

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

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

	to extend beyond scheduled school hours.
Verion Requirements:	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for 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 State Standards for Special Diploma. Note that a student with a visual impairment and other disabilities may pursue a Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Use strategies and modifications for completion of education requirements for a standard or special diploma. CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student. CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student. CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student. 2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources. 3. Access print information through a personal communication system or appropriate technological devices. 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. CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes. CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support. CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support. CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

4. Use appropriate skills when communicating with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

7. Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care, sexuality, health, first aid and safety, home care, community living, use of leisure time, and use of practical skills including telephone usage, time management, and money skills.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave

appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living interaction.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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.

9. **Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

10. **Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—

Course: Learning Strategies: 6-8- 7863090

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3440.aspx>

BASIC INFORMATION

Course Title:	Learning Strategies: 6-8
Course Number:	7863090
Course Abbreviated Title:	LRNG STR: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• strategies for acquiring and storing knowledge• strategies for oral and written expression• strategies for problem-solving• strategies for linking new information with prior knowledge• strategies for active participation in reading, viewing, and listening• self-regulated use of comprehension strategies• test-taking skills• time management and organization skills• social skills• self-advocacy and planning skills <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</p>

	<p>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. The particular course requirements that the student should master each year must be specified on an individual basis.</p> <p>Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes.</p> <p>Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master the benchmarks for 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 State Standards for Special Diploma.</p>

After successfully completing this course, the student will:

1. **Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**
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.
2. **Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).**
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
3. **Apply skills and strategies to enhance competence in oral and written communication (e.g., planning; creating drafts; editing and proofing; rehearsing; revising).**
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
4. **Apply skills and strategies to enhance ability to solve problems.**
CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
5. **Use effective time management and organization strategies to complete class and work assignments.**
CL.C.2.In.1 plan and implement personal work assignments.
6. **Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).**
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
7. **Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.**

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

8. **Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

9. **Apply skills and strategies that promote self-advocacy and goal setting for personal needs.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.



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Course: Speech Therapy: 6-8- 7866030

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4874.aspx>

BASIC INFORMATION

Course Title:	Speech Therapy: 6-8
Course Number:	7866030
Course Abbreviated Title:	SPEECH THRPY: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Therapy
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP).</p> <p>This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP or EP.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p>

QUALIFICATIONS

Qualification:	SP LG IMPR 6
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LIC SP LG PATH
SP LG ASSOC 6
SLPA
SPCH CORR @6

STANDARDS (3)

TP.PK12.ST.1.1:	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
TP.PK12.ST.2.1:	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
TP.PK12.ST.3.1:	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.



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Course: Language Therapy: 6-8- 7866040

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BASIC INFORMATION

Course Title:	Language Therapy: 6-8
Course Number:	7866040
Course Abbreviated Title:	LANG THRPY: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Therapy
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p>

QUALIFICATIONS

Qualification:	SP LG IMPR 6 LIC SP LG PATH
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STANDARDS (6)

<u>TP.PK12.LT.1.1:</u>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<u>TP.PK12.LT.2.1:</u>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<u>TP.PK12.LT.3.1:</u>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<u>TP.PK12.LT.4.1:</u>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<u>TP.PK12.LT.5.1:</u>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<u>TP.PK12.LT.6.1:</u>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.



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Course: Occupational Therapy: 6-8- 7866050

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BASIC INFORMATION

Course Title:	Occupational Therapy: 6-8
Course Number:	7866050
Course Abbreviated Title:	OCCU THRPY: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Therapy
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.</p> <p>This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.</p> <p>The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p>

QUALIFICATIONS

Qualification:

LIC AS OCCUP THER
LIC AS OTA
OCCUP THER @ 6



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Course: Physical Therapy: 6-8- 7866070

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BASIC INFORMATION

Course Title:	Physical Therapy: 6-8
Course Number:	7866070
Course Abbreviated Title:	PHY THRPY: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Therapy
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.</p> <p>This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 486, Florida Statutes.</p> <p>The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p>

QUALIFICATIONS

Qualification:

LIC AS PHY THER
LIC AS PTA

STANDARDS (1)

TP.PK12.OP.1.1:

Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.



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with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

11. Articulate a realistic vocational/career goal or vocational educational plan.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.



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