

FUNCTIONAL CURRICULUM

KINDERGARTEN THROUGH TWELFTH GRADE

JUNE, 2008

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STATEMENT OF APPROVAL

Development of this Functional Curriculum was a team approach by the staff teaching students with multiple disabilities in the Olmsted Falls City Schools. The team researched and gathered materials to aid in the writing of this Functional Course of Study.

This Functional Course of Study is a guide for teachers and students with multiple disabilities. This guide will assist teachers in developing IEP's and lesson plans that will incorporate the regular education curriculum based on the Ohio Academic content Standards. Lessons will reflect the standards based on the needs and abilities of the students. The functional living skills that correlate to the standards will be taught in order that the students may be successful today and in their future adult lives.

The K – 12 Functional Course of Study will be approved by the Olmsted Falls Board of Education and disseminated to all appropriate teachers and administrators for implementation.

RECOMMENDATION FOR PROGRAM ADOPTION

This Course of Study is recommended for approval by the following study committee members:

Mary Edwards

Adam Mieyal

Rachel Papa

Jill Saracina

Michelle Schoenhofer

Carol Rami

This Course of Study was approved by the Olmsted Falls Board of Education at its meeting on: June 26, 2008
Olmsted Falls Board of Education

PHILOSOPHY AND GOALS

The Board of Education of the Olmsted Falls School District believes that each student participate in a school program that provides learning experiences which are intended to result in intellectual and personal growth.

- A. Physical and Mental Health.
- B. Moral and Ethical Values.
- C. An appreciation of one's relation to the Family, Community, State, Nation, and World.
- D. Individual abilities and the use of them to reach the individual's fullest potential.
- E. Skills for participation in our democratic way of life.
- F. Skills of communication.
- G. Skills, which will help in vocational endeavors.
- H. Scientific and aesthetic skills and appreciation.
- I. Constructive utilization of leisure time.
- J. A desire for continue self-advancement
- K. A desire to excel.
- L. Curiosity.

PROGRAM PHILOSOPHY

Olmsted Falls Schools believes that students with multiple disabilities can be productive members of society. Regardless of their differences all students should be given the opportunity to achieve their highest potential. We strive to set educational goals that are optimistic, yet realistic.

School age students should be taught individualized functional skills in the least restrictive environment. This may mean inclusion in the regular education classroom and curriculum when appropriate. Interactions with typically developing peers is a priority. This may also mean that skills will be taught in the community, because students need the opportunity to practice skills in their natural environment. Functional skills fall in the domains of: domestic, vocational, leisure/recreation, and community living and are matched to the Ohio Academic content Standards. These skills enable students with multiple disabilities to gain independence in the hope that they will live independently and gain employment.

Students with multiple disabilities are people with the same need for acceptance, belonging and achievement that students without disabilities have. Home, school, and the community must work together to enable all individuals to become productive members of society.

GOALS OF THE PROGRAM

The program for students with multiple disabilities will:

1. Promote a positive, individualized educational environment where students can become productive members of society.
2. Allow students to learn functional skills in the least restrictive environment in the areas of domestic, vocational, leisure/recreation living in the community and social.
3. Provide experiences where students can practice the learned skills in the community.
4. Provide necessary technological assistance to aid in learning, communicating, and social experiences.
5. Encourage parental and community support of the education of students with multiple disabilities in grades K – 12.
6. Give access to a standards-based curriculum that translates into instructional application of the Ohio Academic Content Standards; these applications are relevant to the needs and abilities of the students and reflect the essence of the standards.

INTRODUCTION

Educating students with multiple disabilities involves a developmental approach. Students with multiple disabilities need to be educated in non-traditional ways when developmentally appropriate. This type of educational philosophy is emphasized in this course of study in order for students with multiple disabilities to apply skills that have been taught at home, school, and in the future.

The course of study provides students access to a standards-based curriculum related to their needs and abilities, and is based upon the educational belief that all skills taught in the Olmsted Falls City Schools will be age appropriate and based on individual needs to function independently at home, school and community. Our goal is to prepare students with multiple disabilities for success and independence as adults.

Community based activities are essential in order to teach skills that will enable our multi-disabled students to gain independence. Some examples of community based activities include the following: grocery store, post office, bank, department stores, fast food restaurants, other restaurants, laundromat, retail businesses, factories, library and community recreation facilities.

Individualized education programs and goals and objectives are prioritized based on individual needs. There is a direct connection between instruction toward Ohio's Academic Content Standards and a student's IEP. The Ohio Standards along with the benchmarks and indicators provide IEP teams with an understanding of the kinds of knowledge and skills expected of students at each grade level. These documents are the starting point for planning each student's instruction and assessment.

A student's educational plan is a team approach that involves parents, therapists, teachers, and administrators. Therefore, when prioritizing goals and objectives for the educational plan of students the following questions may be asked along with how these skills relate to the Ohio Academic Content Standards:

Domestic	Are students prepared to independently complete tasks in/out of their home such as cooking meals, laundry and taking care of personal needs?
Community	Can the students perform skills in the natural setting: How will the students manage in the post office, grocery store and restaurants?
Vocational	How can we prepare students to develop appropriate work habits and to hold a job?
Social	What social/behavioral skills are necessary to participate in social events at school or in the community?
Leisure/ Recreation	What social events will our students participate in, in our communities, with family and with friends?

FUNCTIONAL CURRICULUM

GRADES K – 12

LANGUAGE ARTS

FUNCTIONAL CURRICULUM

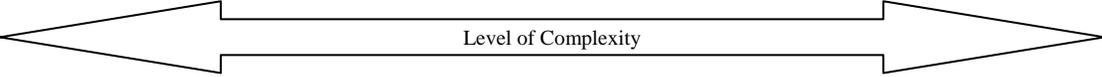
GRADES K – 3

LANGUAGE ARTS

READING

		PHONEMIC AWARENESS, WORD RECOGNITION AND FLUENCY				
Ohio Benchmarks Grades K–3	High	Assessment Activities Level of Complexity			Low	Functional Curriculum
A. Use letter-sound correspondence knowledge and structural analysis to decode words.	<ul style="list-style-type: none"> • Use letter-sound matches to assist in recognition of frequently used words. • Create new rhyming words. • Create new words based on word families. • Identify beginning, middle, and/or ending sounds of words. • Expand rhyming patterns in stories, songs, or poems. 	<ul style="list-style-type: none"> • Identify some letter-sound matches. • Identify rhyming patterns in stories, poems, and/or songs. • Match pictures that rhyme. 	<ul style="list-style-type: none"> • Use a switch to participate in rhyme play. • Make a selection from words/pictures that rhyme. • Make a selection from words/pictures that begin with a given sound. 			
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	<ul style="list-style-type: none"> • Read sight words related to a topic. • Identify pictures or words within the context of a reading activity. • Read stories with predictable lines. 	<ul style="list-style-type: none"> • Identify own name in print. • Read words that are associated with a picture symbol. • Read or tell repeated lines within a passage read aloud. 	<ul style="list-style-type: none"> • Use a switch to participate in fluent oral reading activity. 	<ul style="list-style-type: none"> • Improve Toilet Skills <ul style="list-style-type: none"> ○ Locate correct bathroom using labels • Prepare Food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence ○ Gather necessary ingredients • Learn Safety <ul style="list-style-type: none"> ○ Identify poisons and their potential danger in the home ○ Identify name, address, and phone number • Learn Housekeeping Skills <ul style="list-style-type: none"> ○ Use a functional sight vocabulary for household chores • Use a Fast Food or Sit-Down Restaurant in the Community <ul style="list-style-type: none"> ○ Order food • Demonstrate Career Awareness 		

				<ul style="list-style-type: none">○ Learn vocabulary associated with jobs
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	ACQUISITION OF VOCABULARY			
Ohio Benchmarks Grades K–3	Assessment Activities 			Functional Curriculum
A. Use context clues to determine the meaning of new vocabulary.	<ul style="list-style-type: none"> • Read key words related to a topic. 	<ul style="list-style-type: none"> • Read words paired with picture symbols within the context of an activity. • Identify signs, words, or symbols related to a topic. 	<ul style="list-style-type: none"> • Make a selection of a name, word, or action related to a topic. • Choose an object to correspond with a name, word, or action. • Select picture symbols in the context of an activity. • Demonstrate a consistent response for pleasure or refusal during an activity. 	<ul style="list-style-type: none"> • Improve Toilet Skills <ul style="list-style-type: none"> ○ Locate correct bathroom using labels. • Prepare Food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence ○ Gather necessary ingredients for a given recipe • Learn Safety <ul style="list-style-type: none"> ○ Identify poisons and their potential danger in the home ○ Identify danger signs • Learn Academics Relating to Domestic Skill <ul style="list-style-type: none"> ○ Recognize sight words for safety and independence ○ Read color words & object words • Demonstrate Safety in the Community <ul style="list-style-type: none"> ○ Functionally use environmental signs in the community (symbols and words) • Demonstrate Career Awareness <ul style="list-style-type: none"> ○ Learn vocabulary associated with jobs

<p>B. Read accurately high-frequency sight words.</p>	<ul style="list-style-type: none"> • Read high frequency sight words within sentences and paragraphs. 	<ul style="list-style-type: none"> • Select pictures or symbols representing objects, actions, or activities 	<ul style="list-style-type: none"> • Use symbols to express ideas, needs, and/or wants. • Select picture symbols in the context of an activity. 	<ul style="list-style-type: none"> • Improve Toilet Skills <ul style="list-style-type: none"> ○ Locate correct bathroom using labels. ○ Express a need to use the toilet appropriately • Learn Safety <ul style="list-style-type: none"> ○ Identify poisons and their potential danger in the home ○ Identify danger signs • Learn Academics Relating to Domestic Skill <ul style="list-style-type: none"> ○ Recognize sight words for safety and independence ○ Read color words & object words
<p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p>	<ul style="list-style-type: none"> • Match abbreviations to common words. • Read new words by applying word structures to root words (e.g., prefixes, word endings). 			<ul style="list-style-type: none"> • Learn Academics Relating to Domestic Skill <ul style="list-style-type: none"> ○ Recognize sight words for safety and independence ○ Read color words & object words
<p>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships, and meanings.</p>	<ul style="list-style-type: none"> • Give a response to show understanding of figurative concepts. • Identify words that have similar and/or opposite meanings. 	<ul style="list-style-type: none"> • Read words paired with picture symbols within the context of an activity. • Match pictures or symbols of words that have similar or opposite meaning. 	<ul style="list-style-type: none"> • Give a response to indicate understanding of words or symbols within routine situations. 	
<p>E. Use resources to determine the meanings and pronunciations of unknown words.</p>	<ul style="list-style-type: none"> • Use print or electronic resources to find the meaning of words. 	<ul style="list-style-type: none"> • Use talking word processing or other electronic resources (e.g., talking dictionary) to get meaning or pronunciation. 		

		READING PROCESS: CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES				
Ohio Benchmarks Grades K-3		Assessment Activities		Functional Curriculum		
		High	 Level of Complexity	Low		
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.		<ul style="list-style-type: none"> Independently read materials for various purposes. 	<ul style="list-style-type: none"> Read for an identified purpose. 		<ul style="list-style-type: none"> Learn Housekeeping Skills <ul style="list-style-type: none"> Identify people/shops that will do major repair work Care for Clothes <ul style="list-style-type: none"> Using pictures, operate washing machine and dryer by reading directions Use of Public / School Library <ul style="list-style-type: none"> Follow various library procedures including check-out, return, application, fines, etc... Student will Participate in Leisure Activities <ul style="list-style-type: none"> Reading a directory 	
B. Make predictions from text clues and cite specific examples to support predictions.		<ul style="list-style-type: none"> Predict an outcome based on information presented. 	<ul style="list-style-type: none"> Follow a schedule based on daily routine or activity. 			

<p>C. Draw conclusions from information in text.</p>	<ul style="list-style-type: none"> • Retell a sequence of events from materials read aloud. 	<ul style="list-style-type: none"> • Use picture symbols or words to sequence an event or task. 	<ul style="list-style-type: none"> • Make a selection to indicate a choice of objects or activities. • Use a switch to retell a story or sequence of events 	<ul style="list-style-type: none"> • Prepare Food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence
<p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text, and across subject areas.</p>	<ul style="list-style-type: none"> • Retell a sequence of events from materials read aloud. • Select and use appropriate text to complete an activity. 	<ul style="list-style-type: none"> • Use picture symbols or words to sequence an event or task. • Use text and/or picture materials to complete daily living tasks. 	<ul style="list-style-type: none"> • Use a switch to retell a story or sequence of events. 	
<p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational, and evaluative.)</p>	<ul style="list-style-type: none"> • Respond to questions about text read aloud. 	<ul style="list-style-type: none"> • Answer questions based on activity or event. 	<ul style="list-style-type: none"> • Make a selection in response to a question about text or activities. 	
<p>F. Apply and adjust self-monitoring strategies to assess understanding of text.</p>		<ul style="list-style-type: none"> • Demonstrate conventions of reading (e.g., holding a book, reading left to right, turning pages). • 	<ul style="list-style-type: none"> • Use a switch to participate in conventions of story reading (e.g. turn the page, read more). 	

	READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT				
Ohio Benchmarks Grades K–3	Assessment Activities 				Functional Curriculum
A. Use text features and structures to organize content, draw conclusions and build text knowledge.	<ul style="list-style-type: none"> Read words and/or picture symbols applied within the context of an activity or task. 	<ul style="list-style-type: none"> Identify words and/or picture symbols specific to a task. Select text materials appropriate to a task. 	<ul style="list-style-type: none"> Select picture symbols or object representations related to daily routine activities 	<ul style="list-style-type: none"> Improve Toilet Skills <ul style="list-style-type: none"> Locate correct bathroom using labels Use/Demonstrate First Aid/Safety Skills <ul style="list-style-type: none"> Identify appropriate emergency numbers Prepare Food <ul style="list-style-type: none"> Follow simple recipes in correct sequence Gather necessary ingredients and supplies Learn Safety <ul style="list-style-type: none"> Identify poisons and their potential danger at home. 	
B. Ask clarifying questions concerning essential elements of informational text.	<ul style="list-style-type: none"> Identify print information important for completion of a task. 	<ul style="list-style-type: none"> Answer clarifying questions regarding text or events. 	<ul style="list-style-type: none"> Make selections in the context of an activity. 		
C. Identify the central ideas and supporting details of informational text.	<ul style="list-style-type: none"> Locate specific details within text materials. Tell what a text selection is about. 	<ul style="list-style-type: none"> Select text materials appropriate to a task. Give informational details about an event or activity. 	<ul style="list-style-type: none"> Use a switch to tell a sequence of events in an activity. Use a switch to provide information on a topic. 	<ul style="list-style-type: none"> Learn Safety <ul style="list-style-type: none"> State water safety practices related to toilets and sinks 	

<p>D. Use visual aids as sources to gain additional information from text</p>	<ul style="list-style-type: none"> • Use a variety of resources to locate specific information. 	<ul style="list-style-type: none"> • Identify words and/or picture symbols specific to a task. • Identify environmental symbols and signs that provide information. • Give informational details about an event or activity. 	<ul style="list-style-type: none"> • Select picture symbols or object representations related to daily routine activities. 	<ul style="list-style-type: none"> • Improve Toilet Skills <ul style="list-style-type: none"> ○ Locate correct bathroom using labels • Demonstrate Safety in the Community <ul style="list-style-type: none"> ○ Respond appropriately to changing environmental cues ○ Functionally use environmental signs in the community • Demonstrate the Ability to Participate in Leisure Activities
<p>E. Evaluate two- and three-step directions for proper sequencing and completeness.</p>	<ul style="list-style-type: none"> • Read words and/or picture symbols applied within the context of an activity or task. • Identify print information important for completion of a task. • Use a variety of resources to locate specific information. • Follow multi-step instructions using text or picture symbols 	<ul style="list-style-type: none"> • Follow simple directions in daily routines using text or picture symbol sequences. 		<ul style="list-style-type: none"> • Learn Housekeeping Skills <ul style="list-style-type: none"> ○ Routinely clean and rid refrigerator of unused leftovers and spoiled food • Demonstrate Safety in the Community <ul style="list-style-type: none"> ○ Respond appropriately to changing environmental cues ○ Functionally use environmental signs in the community • Demonstrate and Develop Employability Skills <ul style="list-style-type: none"> ○ Follow instructions ○ Follow the schedule • Demonstrate Appropriate Job Habits <ul style="list-style-type: none"> ○ Follow simple instructions

	READING APPLICATIONS: LITERARY TEXT			
Ohio Benchmarks Grades K–3	Assessment Activities 			Functional Curriculum
A. Compare and contrast plot across literary works.	<ul style="list-style-type: none"> Retell a story with a beginning, middle, and end. Answer questions after reading or listening to different literary forms (e.g., poems, plays, chapter books). 	<ul style="list-style-type: none"> Retell events from a story. 	<ul style="list-style-type: none"> Use a switch to retell events of a story. 	<ul style="list-style-type: none"> Perform Tasks When Asked by a Teacher <ul style="list-style-type: none"> Answer questions with visual and auditory prompts
B. Use supporting details to identify and describe main ideas, characters, and setting.	<ul style="list-style-type: none"> Identify main characters, events, and/or settings in a story. Play a character in a dramatic presentation. 	<ul style="list-style-type: none"> Identify people, actions, and/or settings within a story or dramatic presentation. Use picture symbols to sequence main events from a story. 	<ul style="list-style-type: none"> Select symbols to go with a familiar story, song, and/or poem. Select a word or picture in the context of a song, poem, and/or story. Use a switch to retell events of a story. Use a switch to participate in a dramatic presentation or recitation. 	
C. Recognize the defining characteristics and features of different types of literary forms and genres.	<ul style="list-style-type: none"> Recognize similarities and differences among literary texts. Answer questions after reading or listening to different literary forms (e.g., poems, plays, chapter books.) 	<ul style="list-style-type: none"> Indicate a preference for specific books or types of books. 		<ul style="list-style-type: none"> Using a Public / School Library <ul style="list-style-type: none"> Locate books / materials needed

<p>D. Explain how an author's word choice and use of methods influences the reader.</p>		<ul style="list-style-type: none"> • Use picture symbols to express ideas from a literary text. 		
<p>E. Identify the theme of a literary text.</p>	<ul style="list-style-type: none"> • Distinguish between fiction and non-fiction. 	<ul style="list-style-type: none"> • Indicate a preference for specific books or types of books 	<ul style="list-style-type: none"> • Select a favorite book or other text. 	

FUNCTIONAL CURRICULUM

GRADES 4 – 7

LANGUAGE ARTS

READING

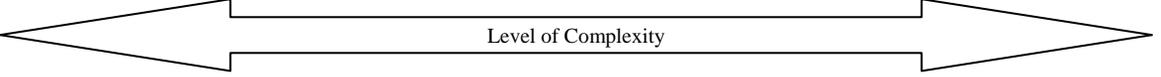
<p>C. Apply knowledge of connotation and denotation to learn the meanings of words.</p>	<ul style="list-style-type: none"> • Give a response to show understanding of figurative concepts. 			
<p>D. knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> • Match abbreviations to common words. 	<ul style="list-style-type: none"> • Read words paired with picture symbols within the context of an activity. • Identify signs, words or symbols related to a topic. • Select pictures or symbols representing objects, actions or activities. 	<ul style="list-style-type: none"> • Use symbols to express ideas, needs and/or wants. • Give a response to indicate understanding of words or symbols within routine situations. 	<ul style="list-style-type: none"> • Use a picture to request a need or want. • Follow a picture schedule to transition. • Follow a picture task analysis to complete a task.
<p>E. Use knowledge of roots and affixes to determine the meanings of complex words.</p>	<ul style="list-style-type: none"> • Read new words by applying word structures to root words (e.g., prefixes, word endings). 			
<p>F. Use multiple resources to enhance comprehension of vocabulary.</p>	<ul style="list-style-type: none"> • Use print or electronic resources to find the meaning of words. 	<ul style="list-style-type: none"> • Use talking word processing or other electronic resources (e.g., talking dictionary) to get meaning or pronunciation. 		<ul style="list-style-type: none"> • Find a word in the dictionary and read its definition. • Find the meaning of a word by using the computer dictionary.

	READING PROCESS: CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES				
Ohio Benchmarks Grades 4-7	Assessment Activities 				Functional Curriculum
A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	<ul style="list-style-type: none"> Independently read materials for various purposes. 	<ul style="list-style-type: none"> Read for an identified purpose. 		<ul style="list-style-type: none"> Locate & read correct labels and signs (i.e. bathroom, exit, food labels) Read emergency information Use telephone book Follow recipes Follow a schedule Identify own name Demonstrate the ability to locate the appropriate store or isle for specific needs/purchases. Read a grocery list Read a menu to order food Locate books or materials needed in a public/school library. Read directions to complete an activity. 	
B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.	<ul style="list-style-type: none"> Predict an outcome based on information presented. Retell a sequence of events from materials read aloud. 	<ul style="list-style-type: none"> Follow a schedule based on daily routine or activity. Use picture symbols or words to sequence an event or task. Use text and/or picture materials to complete daily living tasks. 	<ul style="list-style-type: none"> Make a selection to indicate a choice of objects or activities. Use a switch to retell a story or sequence of events. 	<ul style="list-style-type: none"> State the consequence to a written rule. Select an activity when given choices. Follow a picture or written schedule to perform daily tasks (i.e. using the bathroom, washing hands, following a class schedule, recipes etc.). Use picture symbols or words to put together the sequence of an activity. Restate verbal directions. 	

<p>C. Make meaning through asking and responding to a variety of questions related to text.</p>	<ul style="list-style-type: none"> • Respond to questions about text read aloud. 	<ul style="list-style-type: none"> • Answer questions based on activity or event. 	<ul style="list-style-type: none"> • Make a selection in response to a question about text or activities. 	<ul style="list-style-type: none"> • Select an activity when given choices. • Answer questions about a field trip. • Respond yes or no to a question. • Make a selection on what to he/she wants to eat when asked. • Make a selection on what the wear when asked about the weather. • Responds to questions to a book on tape.
<p>D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<ul style="list-style-type: none"> • Select and use appropriate text to complete an activity. 	<ul style="list-style-type: none"> • Demonstrate conventions of reading (e.g., holding a book, reading left to right , turning pages). 	<ul style="list-style-type: none"> • Use a switch to participate in conventions of story reading (e.g., turn the page, read more). 	<ul style="list-style-type: none"> • Hold and turn pages when reading directions, a menu, magazine, or like items or use a switch to communicate this. • Read a telephone book. • Read labels and signs (bathroom, emergency, food, etc.).

	READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT				
Ohio Benchmarks Grades 4-7	Assessment activities High ← Level of Complexity → Low				Functional Curriculum
A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	<ul style="list-style-type: none"> • Read words and/or picture symbols applied within the context of an activity or task. • Identify print information important for completion of a task. • Follow multi-step instructions using text or picture symbols. 	<ul style="list-style-type: none"> • Identify words and/or picture symbols specific to a task. • Identify environmental symbols and signs that provide information. • Select text materials appropriate to a task. • Answer clarifying questions regarding text or events. 	<ul style="list-style-type: none"> • Select picture symbol or object representations related to daily routine activities. • Make selections in the context of an activity. 	<ul style="list-style-type: none"> • Follow the proper procedure for washing hands using text and/or pictures. • Transition to an activity using words and/or pictures on a schedule. • Choose a snack or lunch item when given a choice. 	
B. Recognize the difference between cause and effect and fact and opinion to analyze text.	<ul style="list-style-type: none"> • Identify print information important for completion of a task. 			<ul style="list-style-type: none"> • Identify personal phone number in order to call home. • Identify personal information in case of an emergency. 	
C. Explain how main ideas connect to each other in a variety of sources.	<ul style="list-style-type: none"> • Locate specific details within text materials. • Use a variety of resources to locate specific information. 	<ul style="list-style-type: none"> • Select text materials appropriate to a task. • Give informational details about an event or activity. 	<ul style="list-style-type: none"> • Select picture symbol or object representations related to daily routine activities. 	<ul style="list-style-type: none"> • Check out a library book appropriate to a topic. • Use a computer to “Google” a topic. • Select the appropriate eating utensil to use. 	

<p>D. Identify arguments and persuasive techniques used in informational text.</p>				
<p>E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p>	<ul style="list-style-type: none"> • Use a variety of resources to locate specific information 	<ul style="list-style-type: none"> • Follow simple directions in daily routines using text or picture symbol sequences. 		<ul style="list-style-type: none"> • Locate the weather page in the newspaper to find the temperature. • Use a lunch menu to choose what you want for lunch. • Use a task analysis to make a sandwich.
<p>F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</p>	<ul style="list-style-type: none"> • Tell what a text selection is about. 	<ul style="list-style-type: none"> • Give informational details about an event or activity. 	<ul style="list-style-type: none"> • Use a switch to tell a sequence of events in an activity. 	<ul style="list-style-type: none"> • Make an invitation to a party providing who, what, where, and why. • Watch a news story on a current event and give details on it. • Read an article in a modified newspaper and tell what the selection is about.

	READING APPLICATIONS: LITERARY TEXT			
Ohio Benchmarks Grades 4-7	Assessment activities 			Functional Curriculum
A. Describe and analyze the elements of character development.	<ul style="list-style-type: none"> Retell a story with a beginning, middle, and end. Identify main characters, events, and/or settings in a story. Play a character in a dramatic presentation. 	<ul style="list-style-type: none"> Retell events from a story. Identify people, actions, or settings within a story and/or dramatic presentation. 	<ul style="list-style-type: none"> Use a switch to participate in a dramatic presentation or recitation. 	<ul style="list-style-type: none"> Act out a social story. Retell by demonstrating appropriate behavior in the community.
B. Analyze the importance of setting.	<ul style="list-style-type: none"> Identify main characters, events, and/or settings in a story. 	<ul style="list-style-type: none"> Identify people, actions, or settings within a story and/or dramatic presentation. 		<ul style="list-style-type: none"> Identify community workers and what they do. Identify school staff members and what they do.
C. Identify the elements of plot and establish a connection between an element and a future event.	<ul style="list-style-type: none"> Retell a story with a beginning, middle, and end. 	<ul style="list-style-type: none"> Retell events from a story. Identify people, actions, or settings within a story and/or dramatic presentation. Use picture symbols to express ideas from a literary text. Use picture symbols to sequence main events from a story. 	<ul style="list-style-type: none"> Select symbols to go with a familiar story, song, and/or poem. Select a word or picture in the context of a song, poem, and/or story. Use a switch to retell events of a story. 	<ul style="list-style-type: none"> Retell the procedure for a fire or lockdown drill. Select pictures to show the procedure for a fire/lockdown drill.

<p>D. Differentiate between the points of view in narrative text.</p>	<ul style="list-style-type: none"> • Play a character in a dramatic presentation. 	<ul style="list-style-type: none"> • Identify people, actions, or settings within a story and/or dramatic presentation. 	<ul style="list-style-type: none"> • Use a switch to participate in a dramatic presentation or recitation. 	<ul style="list-style-type: none"> • Act out a social story. • Identify what to do in real life situations using pictures or words
<p>E. Demonstrate comprehension by inferring themes, patterns and symbols.</p>			<ul style="list-style-type: none"> • Select symbols to go with a familiar story, song, and/or poem. • Select a word or picture in the context of a song, poem, and/or story. • Use a switch to retell events of a story. 	
<p>F. Identify similarities and differences of various literary forms and genres.</p>	<ul style="list-style-type: none"> • Recognize similarities and differences among literary texts. • Answer questions after reading or listening to different literary forms (e.g., poems, plays, chapter books). • Distinguish between fiction and non-fiction. 	<ul style="list-style-type: none"> • Indicate a preference for specific books or types of books. 	<ul style="list-style-type: none"> • Select a favorite book or other text. 	
<p>G. Explain how figurative language expresses ideas and conveys mood.</p>	<ul style="list-style-type: none"> • Play a character in a dramatic presentation. 			<ul style="list-style-type: none"> • Act out different feelings/emotions

FUNCTIONAL CURRICULUM

GRADES 8 – 12

LANGUAGE ARTS

READING

	ACQUISITION OF VOCABULARY			
Ohio Benchmarks Grades 8-12	Assessment Activities			Functional Curriculum
<p>A. Use context clues and text structures to determine the meaning of new vocabulary.</p>	<p>High</p> <ul style="list-style-type: none"> • Read key words related to a topic. • Read high frequency sight words within sentences and paragraphs. • Select pictures or symbols representing objects, actions or activities. 	<p>Level of Complexity</p> <ul style="list-style-type: none"> • Read words paired with picture symbols within the context of an activity. • Identify signs, words or symbols related to a topic. • Make a selection of a name, word, or action related to a topic. 	<p>Low</p> <ul style="list-style-type: none"> • Demonstrate a consistent response for pleasure or refusal during an activity. • Choose an object to correspond with a name word or action. • Give a response to indicate understanding of words or symbols within routine situations. • Select picture symbols in the context of an activity. 	<ul style="list-style-type: none"> • Use/demonstrate first aid/safety skills <ul style="list-style-type: none"> ○ Know address, phone number • Use telephone skills <ul style="list-style-type: none"> ○ Use telephone book to locate numbers ○ Alphabetize • Prepare food <ul style="list-style-type: none"> ○ Follow a recipe ○ Discriminate between hot/cold • Learn housekeeping skills <ul style="list-style-type: none"> ○ Use functional sight vocabulary for household chores • Demonstrate understanding of menstruation <ul style="list-style-type: none"> ○ Identify what menstruation is ○ Identify and Demonstrate use of sanitary napkin/tampon • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ Identify name • Demonstrate safety in the community <ul style="list-style-type: none"> ○ Respond appropriately to changing environmental cues (such as weather, traffic) ○ Functionally use environmental signs in the community ○ Identify potential danger areas ○ Identify places to go or persons to contact if lost, in danger or abused

				<ul style="list-style-type: none"> ○ Know or carry personal identification ○ Identify need to seek help when harassed by peers • Use the grocery store in the community <ul style="list-style-type: none"> ○ Use a grocery list Use public/school library <ul style="list-style-type: none"> ○ Locate books/materials needed • Demonstrate Career Awareness <ul style="list-style-type: none"> ○ Learn vocabulary associated with jobs
<p>B. Examine the relationships of analogical statements to infer word meanings.</p>	<ul style="list-style-type: none"> ▪ Identify words that have similar and/or opposite meanings. 	<ul style="list-style-type: none"> • Match pictures or symbols of words that have similar or opposite meaning. 	<ul style="list-style-type: none"> • Use symbols to express ideas, needs and/or wants. 	<ul style="list-style-type: none"> • Independence in meal preparation <ul style="list-style-type: none"> ○ Classify various foods into food groups • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Discriminate between finger food and other food. • Clean up after meals <ul style="list-style-type: none"> ○ Sort dishes, pots, pans and utensils. • Develop responsibility living at home <ul style="list-style-type: none"> ○ Be familiar with parts of a house, furnishings and fixtures. • Learn safety <ul style="list-style-type: none"> ○ Identify poisons and their potential danger ○ Identify danger signs • Learn housekeeping skills <ul style="list-style-type: none"> ○ Identify housekeeping items ○ Identify people/shops that will do major repair work • Identify adolescent feelings <ul style="list-style-type: none"> ○ Identify different feelings concerning body changes during puberty ○ Identify appropriate social and sexual behaviors • Care for clothes

				<ul style="list-style-type: none"> ○ Sort clothing according to color, fabric, label instructions and hand washables ○ Identify laundry products ● Demonstrate safety in the community <ul style="list-style-type: none"> ○ Recognize lures ● Develop and Demonstrate Production Skills <ul style="list-style-type: none"> ○ Match and sort items by color, shape, material, alphabet, numerical , company name ○ Develop inspecting skills checking for alike/different, complete/incomplete, dirty/clean ○ Develop inspecting skills for number, color, shape, size. ● Develop Retailer Skills <ul style="list-style-type: none"> ○ Stock/display items on shelf
C. Recognize the importance and function of figurative language.	<ul style="list-style-type: none"> ● Give a response to show understanding of figurative concepts. 			
D. Explain how different events have influenced and changed the English language.				
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	<ul style="list-style-type: none"> ● Match abbreviations to common words. ● Read new words by applying word structures to root words (e.g. prefixes, word endings) 	<ul style="list-style-type: none"> ● Read words paired with picture symbols within the context of an activity. ● Identify signs, words or symbols related to a topic. 	<ul style="list-style-type: none"> ● Give a response to indicate understanding of words or symbols within routine situations. ● Select picture symbols in the context of an activity. 	

F. Use multiple resources to enhance comprehension of vocabulary.

- Use print or electronic resources to find the meaning of words.

- Use talking word processing or other electronic resources (e.g., talking dictionary) to get meaning or pronunciation.



	READING PROCESS: CONCEPTS OF PRINT, COMPREHENSION STRATEGIES AND SELF-MONITORING STRATEGIES			
Ohio Benchmarks Grades 8-12	<p style="text-align: center;">Assessment Activities</p> <p style="text-align: center;">  </p>			Functional Curriculum
<p>A. Apply reading comprehension strategies to understand grade-appropriate text.</p>	<ul style="list-style-type: none"> • Independently read materials for various purposes. • Predict an outcome based on information presented • Retell a sequence of events from materials read aloud. 	<ul style="list-style-type: none"> • Read for an identified purpose • Use picture symbols or words to sequence an event or task • Use text and/or picture materials to complete daily living tasks 	<ul style="list-style-type: none"> • Follow a schedule based on daily routine or activity • Use a switch to retell a story or sequence of events 	<ul style="list-style-type: none"> • Improve toilet skills <ul style="list-style-type: none"> ○ Locate correct bathroom using labels • Improve grooming skills <ul style="list-style-type: none"> ○ Use good grooming skills as part of a daily routine • Use/Demonstrate First Aid/Safety Skills <ul style="list-style-type: none"> ○ Identify appropriate emergency numbers ○ Use identification card appropriately in emergency situations • Use telephone skills <ul style="list-style-type: none"> ○ Sequence phone number correctly using dial/push button phone • Prepare Food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence • Learn housekeeping skills <ul style="list-style-type: none"> ○ Develop housekeeping routine • Demonstrate appropriate job habits <ul style="list-style-type: none"> ○ Develop good grooming and hygiene skills ○ Dress appropriately for work ○ Gather necessary belongings ○ Arrive to work on time ○ Punch in or sign in

				<ul style="list-style-type: none"> ○ Store personal belongings in appropriate place ○ Greet co-workers/supervisor ○ Begin work/assume proper posture ○ Sit appropriately with skirt/slacks ○ Follow simple instructions ○ Demonstrate ability to make decisions independently ○ Seek help when needed ○ Recognize and correct errors in work ○ Return from breaks on time ○ Develop endurance to work a full day ○ Clean all work areas as needed ○ Follow job safety procedures ○ file complaints with appropriate personnel ○ know work schedule ○ know policies for calling in sick ○ know general company policy ● Develop and Demonstrate the ability to participate in leisure/recreational activities <ul style="list-style-type: none"> ○ Read entertainment section of newspaper to locate time and place of movie or event ○ Reading a directory ○ Reading a map
<p>B. Demonstrate comprehension of print and electronic text by responding to questions (e.g. literal, inferential, evaluative and synthesizing.)</p>	<ul style="list-style-type: none"> ● Retell a sequence of events from materials read aloud. ● Respond to questions about text read aloud. 	<ul style="list-style-type: none"> ● Follow a schedule based on daily routine or activity ● Answer questions based on an activity or event 	<ul style="list-style-type: none"> ● Make a selection to indicate a choice of objects or activities 	<ul style="list-style-type: none"> ● Use telephone skills <ul style="list-style-type: none"> ○ Relay phone messages ○ Dial and use 911 in the correct situation ● Demonstrate Independence in Meal Preparation <ul style="list-style-type: none"> ○ Identify the four food groups ○ Classify various food into food groups ○ Identify breakfast/lunch/dinner/snack foods ● Demonstrate and Develop Employability

				Skills <ul style="list-style-type: none"> ○ Follow the schedule ○ Accept change in schedule
C. Use appropriate self-monitoring strategies for comprehension.	<ul style="list-style-type: none"> • Select and use appropriate text to complete an activity 	<ul style="list-style-type: none"> • Demonstrate conventions of reading(e.g. holding a book, reading left to right, turning pages) 	<ul style="list-style-type: none"> • Use a switch to participate in conventions of story reading (e.g. turn the page, read more) 	<ul style="list-style-type: none"> • Demonstrate the ability to select appropriate resources • Identify when a certain resource is need (e.g. Newspaper vs. phone book as a reference tool)

	READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT			
Ohio Benchmarks Grades 8-12	Assessment Activities 			Functional Curriculum
<p>A. Evaluate how features and characteristics make information accessible and useable and how structures help authors achieve their purpose</p>	<ul style="list-style-type: none"> Identify print information important for completion of a task Read words and/or picture symbols applied within the context of an activity or task Tell what a text selection is about Follow multi-step instructions using text or picture symbols. Identify and/or read print information for completion of a task. Use text or picture symbols to locate specific information. Read specific information from text for a purpose. 	<ul style="list-style-type: none"> Answer clarifying questions regarding text or events Give informational details about an event or activity Identify words and/or picture symbols specific to a task. Identify specific information from an informational document. Use pictures to support reading of informational text for a purpose. 	<ul style="list-style-type: none"> Use a switch to provide information on a topic Use a switch to tell a sequence of events in an activity Select picture symbol or object representations related to daily routine activities Make selections in the context of an activity. Make choices with an informational document. Select pictures to represent a sequence of events or tasks. 	<ul style="list-style-type: none"> Use/demonstrate first aid/safety skills <ul style="list-style-type: none"> Identify appropriate emergency numbers. Know address, phone number Use telephone skills. <ul style="list-style-type: none"> Use appropriate language. Use telephone book to locate numbers. Demonstrate independence in meal preparation. <ul style="list-style-type: none"> Follow simple recipes in correct sequence. Use a functional sight vocabulary for cooking. Care for clothes. <ul style="list-style-type: none"> Identify laundry products. Operate washing machine. Operate dryer. Demonstrate age appropriate sexual behaviors. <ul style="list-style-type: none"> Recognize adolescent female/male changes that take place during puberty. Demonstrate understanding of academics related to domestic skills. <ul style="list-style-type: none"> Recognize sight words for safety and independence. Read color words and object words.

				<ul style="list-style-type: none"> • Demonstrate safety in the community. <ul style="list-style-type: none"> ○ Functionally use environmental signs (symbols and words) in the community.
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences	<ul style="list-style-type: none"> • Locate specific details within text material 		<ul style="list-style-type: none"> • Use a switch to tell a sequence of events in an activity 	
C. Analyze whether graphic supplement textual information and promote the author's purpose	<ul style="list-style-type: none"> • Read words and/or picture symbols applied within the context of an activity or task • Use a variety of resources to locate specific information 	<ul style="list-style-type: none"> • Identify words and/or picture symbols specific to a task • Identify environmental symbols and signs that provide information 	<ul style="list-style-type: none"> • Select picture symbol or object representations related to daily routine activities • Make selections in the context of an activity 	<ul style="list-style-type: none"> • Improve toilet skills. <ul style="list-style-type: none"> ○ Unzip/pull down/ unbutton appropriate clothing. ○ Use bathroom facilities appropriately. ○ Use bathroom fixtures. • Improve grooming skills. <ul style="list-style-type: none"> ○ Identify the need for and items used to bathe. • Use/demonstrate first aid/safety skills. <ul style="list-style-type: none"> ○ Use basic first aid. • Demonstrate independence in meal preparation. <ul style="list-style-type: none"> ○ Plan balanced meals using food groups. • Learn dressing skills. <ul style="list-style-type: none"> ○ Select appropriate clothing. ○ Identify own clothing sizes. • Demonstrate acceptable social/sexual behaviors. <ul style="list-style-type: none"> ○ Distinguish between acceptable and unacceptable behavior.

<p>D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text</p>	<ul style="list-style-type: none"> • Tell what a text selection is about. • Locate specific information from an on-line resource. 	<ul style="list-style-type: none"> • Select text materials specific to a task 	<ul style="list-style-type: none"> • Use a switch to tell a sequence of events in an activity. • Select pictures to represent a sequence of events or tasks. 	<ul style="list-style-type: none"> • Identify own clothing sizes. • Demonstrate acceptable social/sexual behaviors. <ul style="list-style-type: none"> ○ Distinguish between acceptable and unacceptable behavior.
<p>E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).</p>	<ul style="list-style-type: none"> • Follow multi-step instructions using text or picture symbols. • Read specific information from text for a purpose. • Locate specific information from an on-line resource. 	<ul style="list-style-type: none"> • Follow simple directions in daily routines using text or picture symbol sequences. • Identify specific information from an informational document. 	<ul style="list-style-type: none"> • Use a switch to provide information on a topic. • Make a choice with an informational document. 	<ul style="list-style-type: none"> • Demonstrate career awareness. <ul style="list-style-type: none"> ○ Differentiate work from other activities. ○ Identify several career choices. • Demonstrate and develop employability skills. <ul style="list-style-type: none"> ○ Follow instructions. • Develop and demonstrate production skills. <ul style="list-style-type: none"> ○ Complete repetitive tasks. ○ Develop office skills: file and sort. ○ Collage materials. ○ Prepare work area. • Follow classroom rules. <ul style="list-style-type: none"> ○ Keep hands and feet to self. ○ No talking while others are talking. ○ Use good manners. ○ Respect other's space. ○ Use inside voice with proper volume.

		READING APPLICATIONS: LITERARY TEXT				
Ohio Benchmarks Grades 8-12	Assessment Activities				Functional Curriculum	
	High			Low		
A. Analyze interactions between characters in literary text and how the interactions affect the plot.	<ul style="list-style-type: none"> Retell a story with a beginning, middle, and end. Identify main characters, events, and/or settings in a story. Play a character in a dramatic presentation. 	<ul style="list-style-type: none"> Retell events from a story. Identify people, actions, or settings within a story or dramatic presentation. 	<ul style="list-style-type: none"> Select symbols to go with familiar story, song, poem. Use a switch to retell events of a story. Use a switch to participate in a dramatic presentation or poem. 	<ul style="list-style-type: none"> Use telephone skills. <ul style="list-style-type: none"> Pick up and put down receiver. Recognize and respond to ring, dial tone, busy signal. Use appropriate language. Relay telephone messages. Dial and use 911 in the correct situations. Alphabetize. Follow simple recipes in correct sequence. Demonstrate safety in the community. <ul style="list-style-type: none"> Appropriately interact with strangers in the community. Respond with caution and courtesy in community situations. <ul style="list-style-type: none"> Recognize lures. Identify potential danger areas. Avoid interaction with unfamiliar animals. 		
B. Explain and analyze how the context of a setting and the author's choice of point of view impact a literary text.	<ul style="list-style-type: none"> Identify main characters, events, and/or settings in a story. Play a character in a dramatic presentation. 	<ul style="list-style-type: none"> Identify people, actions, or settings within a story or dramatic presentation. 	<ul style="list-style-type: none"> Select symbols to go with familiar story, song, poem. 	<ul style="list-style-type: none"> Follow school bus safety rules. Use public/school library. <ul style="list-style-type: none"> Follow check out procedures. Follow material return procedures. Communicate needs verbally/non-verbally. <ul style="list-style-type: none"> Desired activity. Need for assistance. 		

				<ul style="list-style-type: none"> • Use personal interaction skills. <ul style="list-style-type: none"> ○ Initiate appropriate attempt to partake in a physical activity or game. ○ Initiate appropriate attempt to gain attention. ○ Indicate yes/no when asked.
<p>C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.</p>	<ul style="list-style-type: none"> • Retell a story with a beginning, middle, and end. 	<ul style="list-style-type: none"> • Retell events from a story. • Identify people, actions, or settings within a story or dramatic presentation. • Use picture symbols to express ideas from a literary text. • Use picture symbols to sequence main events from a story. 	<ul style="list-style-type: none"> • Select symbols to go with familiar story, song, and poem. • Select a word or picture in the context of a song, poem, or story. • Use a switch to participate in a dramatic presentation or poem. 	<ul style="list-style-type: none"> • Be able to vote in an election. <ul style="list-style-type: none"> ○ Identify places to register to vote. ○ Register to vote. ○ Locate precinct in which to vote. ○ Follow procedures in preparing to vote. ○ Use the voting machine correctly. • Develop and demonstrate production skills. <ul style="list-style-type: none"> ○ Assembly/disassemble items. ○ Develop inspecting skills. • Develop retailer skills. <ul style="list-style-type: none"> ○ Assist customers.
<p>D. Identify similar recurring themes across different works.</p>	<ul style="list-style-type: none"> • Answer questions after reading or listening to different literary forms (e.g. poems, plays, chapter books). 			<ul style="list-style-type: none"> • Demonstrate appropriate job attitudes. <ul style="list-style-type: none"> ○ Accept help from co-workers, supervisors. ○ Accept criticism and praise. ○ Exhibit attentive behavior in a group. ○ Exhibit attentive behavior independently. ○ Develop appropriate interactions with co-workers and supervisors. • Develop application skills. <ul style="list-style-type: none"> ○ Answer questions regarding personal information. <ul style="list-style-type: none"> - Social security number. - Emergency information. - Birth date. ○ Answer questions regarding past experience.

				<ul style="list-style-type: none"> - Previous work experience. - Schools attended. • Develop interviewing skills. <ul style="list-style-type: none"> ○ Eye contact. ○ Body posture. ○ Answer all questions. ○ Ask questions that pertain to the job.
E. Analyze the use of genre to express a theme or topic.	<ul style="list-style-type: none"> • Recognize similarities and differences among literary text. • Answer questions after reading or listening to different literary forms (e.g. poems, plays, chapter books). • Distinguish between fiction and non-fiction. 	<ul style="list-style-type: none"> • Indicate a preference for specific books or types of books. 	<ul style="list-style-type: none"> • Select a favorite book or other text. 	<ul style="list-style-type: none"> • Learn academics related to domestic skills. <ul style="list-style-type: none"> ○ Identify name ○ Recognize sight word for safety or independence. ○ Understand left from right. ○ Read color words and object words. • Use a public library. <ul style="list-style-type: none"> ○ Locate books or materials needed. ○ Determine difference between fiction and non-fiction. ○ Choose a book and silently read for a sustained amount of time.
F. Identify and analyze how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning and develop tone.			<ul style="list-style-type: none"> • Use a switch to participate in a dramatic presentation or poem. 	
G. Explain techniques used by authors to develop style.				

FUNCTIONAL CURRICULUM

GRADES K-2

LANGUAGE ARTS

WRITING

	WRITING PROCESS				
Ohio Benchmarks Grades K-2	Assessment activities				Functional Curriculum
	High	Level of Complexity		Low	
A. Generate ideas for written compositions.	<ul style="list-style-type: none"> Not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Complete thank you notes.
B. Develop audience and purpose for self-selected and assigned writing tasks.					<ul style="list-style-type: none"> Choose appropriate cards for special occasions.
C. Use organizers to clarify ideas for writing assignments.					

	WRITING APPLICATIONS				
Ohio Benchmarks Grades K-2	Assessment activities Level of Complexity				Functional Curriculum
A. Compose writings that convey a clear message and include well-chosen details.	<ul style="list-style-type: none"> Not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Complete thank you notes Choose appropriate cards for special occasions Compose an e-mail
B. Write responses to literature that demonstrate an understanding of a literary work.					
C. Write friendly letters and invitations complete with date, salutation, body, closing, and signature.					<ul style="list-style-type: none"> Complete thank you notes Address an envelope correctly Compose an e-mail

		WRITING CONVENTIONS			
Ohio Benchmarks Grades K-2		High ← Assessment activities Level of Complexity → Low		Functional Curriculum	
A. Print legibly using appropriate spacing.	<ul style="list-style-type: none"> • Not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> • Complete thank you notes • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms (library cards).
B. Spell grade-appropriate words correctly.					<ul style="list-style-type: none"> • Complete thank you notes • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms
C. Use conventions of punctuation and capitalization in written work.					<ul style="list-style-type: none"> • Complete thank you notes • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms
D. Use grammatical structures in written work.					<ul style="list-style-type: none"> • Complete thank you notes • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms

	RESEARCH				
Ohio Benchmarks Grades K–2	Assessment Activities High ← Level of Complexity → Low				Functional Curriculum
A. Generate questions for investigation and gather information from a variety of sources.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Identify community resources (register to vote, find sources of public transportation, medical needs, etc...) Locate books and materials needed in a library.
B. Retell important details and findings.					<ul style="list-style-type: none"> Tell a friend a story in the order that the events happened, and that contains detail.

		COMMUNICATIONS: ORAL AND VISUAL			
Ohio Benchmarks Grades K-2		Assessment activities		Functional Curriculum	
					
		High	Low		
A. Use active listening strategies to identify the main ideas and to gain information from oral presentations.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> Relay a telephone message. Listen to a teacher or person of authority Use appropriate eye contact with a speaker 	
B. Connect prior experiences, insights and ideas to those of a speaker.					
C. Follow multi-step directions.				<ul style="list-style-type: none"> Follow simple recipes in correct sequence Develop employability skills 	
D. Speak clearly and at an appropriate pace and volume.				<ul style="list-style-type: none"> Socialize appropriately during a meal Appropriately interact with strangers in the community. Develop interviewing skills with peers. 	
E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.				<ul style="list-style-type: none"> Start or continue conversations with people using appropriate topics Take turns talking. 	

FUNCTIONAL CURRICULUM

GRADES 3 – 4

LANGUAGE ARTS

WRITING

	WRITING PROCESS			
Ohio Benchmarks Grades 3-4	High ← Assessment activities → Low Level of Complexity			Functional Curriculum
A. Generate ideas and determine a topic suitable for writing.	<ul style="list-style-type: none"> Select and develop writing topics through discussion. 	<ul style="list-style-type: none"> Select pictures to generate ideas for a writing topic. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. Select a picture, symbol or object to convey a message or idea related to a topic. 	<ul style="list-style-type: none"> Select a picture to communicate the need to use the bathroom, eat. Select a picture to communicate when he/she is sick or hurt.
B. Determine audience and purpose for self-selected and assigned writing tasks.	<ul style="list-style-type: none"> Select and develop writing topics through discussion. Generate questions related to a topic or idea. 	<ul style="list-style-type: none"> Select pictures to generate ideas for a writing topic. Create text using print, pictures, or symbols for a specific purpose. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. Use a switch to convey a sentence for a specific purpose. 	<ul style="list-style-type: none"> Select a picture from a health magazine to represent and begin discuss on a health topic such as washing hands or bathing. Create pictures or text to represent things he/she wants or needs. Create pictures and text for sight words for safety and independence.
C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.	<ul style="list-style-type: none"> Generate questions related to a topic or idea. Generate a written document as the result of a planning process. 	<ul style="list-style-type: none"> Use pictures, drawings and/or words to organize ideas and events. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. 	<ul style="list-style-type: none"> Make a written document (with text, pictures, or drawings) of what to do for grooming skills (brushing teeth, washing hands, etc.). Select pictures or symbols to group different foods into food groups, breakfast, lunch, and dinner foods etc. Select pictures or symbols to group different clothing using weather. Discriminate between hot and cold

				<ul style="list-style-type: none"> items using pictures. Discriminate between clean and dirty using pictures.
D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.	<ul style="list-style-type: none"> Generate a written document as the result of a planning process. Write a report with a beginning, middle, and end. 	<ul style="list-style-type: none"> Use pictures, drawings and/or words to organize ideas and events. Create text using print, pictures, or symbols for a specific purpose. 	<ul style="list-style-type: none"> Use a switch to convey a sentence for a specific purpose. 	<ul style="list-style-type: none"> Use a switch to express the need of toileting, eating, pain, sickness etc. Write a report discussing a recent activity or a future activity from start to end. Plan an event from beginning to end.
E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.	<ul style="list-style-type: none"> Write a report with a beginning, middle, and end. Edit and revise a written document using available tools and supports. 	<ul style="list-style-type: none"> Create text using print, pictures, or symbols for a specific purpose. Combine words and/or pictures to create simple sentences. Retell a story or event in a logical sequence. 	<ul style="list-style-type: none"> Select a picture, symbol or object to convey a message or idea related to a topic. Use a switch to convey a sentence for a specific purpose. 	<ul style="list-style-type: none"> Retell a recent field trip. Combine words and pictures to communicate a need or a want. Combine words and pictures to demonstrate a social story. Retell a social story by acting out. Select a picture, symbol, or object to report a sickness or injury, to say thank you or please, need for assistance, or to make a choice between options.
F. Use a variety of resources and reference materials to select more effective vocabulary when editing.	<ul style="list-style-type: none"> Use simple resource tools to select words/information for writing. 	<ul style="list-style-type: none"> Combine words and/or pictures to create simple sentences. 		<ul style="list-style-type: none"> Use a computerized (or written) thesaurus or dictionary to select information or words to create directions, a schedule, etc. Use a telephone book to locate emergency telephone numbers. Use an address book to write a letter or address an envelope.

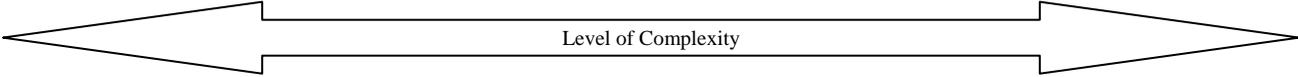
<p>G. Edit to improve sentence fluency, grammar and usage.</p>	<ul style="list-style-type: none"> • Edit and revise a written document using available tools and supports. 	<ul style="list-style-type: none"> • Combine words and/or pictures to create simple sentences. • Recognize errors within a sentence that needs revision. 		<ul style="list-style-type: none"> • Recognize errors in addresses written on an envelope. • Recognize errors in a thank you note or invitation.
<p>H. Apply tools to judge the quality of writing.</p>	<ul style="list-style-type: none"> • Edit and revise a written document using available tools and supports. 			<ul style="list-style-type: none"> • Revise a thank you note or invitation. • Revise his/her address. • Revise using a dictionary or spell checker.
<p>I. Prepare writing for publication that is legible follows an appropriate format and uses techniques such as electronic resources and graphics.</p>	<ul style="list-style-type: none"> • Publish a written document in a format appropriate to the purpose. 	<ul style="list-style-type: none"> • Publish a written document for sharing. 	<ul style="list-style-type: none"> • Use a switch to retell a story or events. 	<ul style="list-style-type: none"> • Write and revise an invitation for a party. • Write and revise a thank you note. • Write and revise a menu for a party. • Write and revise a holiday card.

	WRITING APPLICATIONS			
Ohio Benchmarks Grades 3-4	Assessment activities 			Functional Curriculum
A. Write narrative accounts that develop character, setting and plot.	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Sequence events to tell a story in writing. 	<ul style="list-style-type: none"> • Use pictures and/or words to summarize the main events of a story. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> ◦ Select pictures or symbols to create a simple text format. ◦ Use a switch to share/convey information. ◦ Use a switch to tell a story or personal event. 	<ul style="list-style-type: none"> • Learn housekeeping skills <ul style="list-style-type: none"> ◦ Develop a housekeeping routine • Academic Skills: <ul style="list-style-type: none"> ◦ Write name ◦ Communicate in writing ◦ Communicate using electronic devices
B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Produce information to complete a form (e.g., book report, job application, check book). 	<ul style="list-style-type: none"> • Use pictures and/or words to summarize the main events of a story. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> ◦ Select a picture or symbol in response to literature. ◦ Select pictures or symbols to create a simple text format. ◦ Use a switch to share/convey information. ◦ Use a switch to tell a story or personal event. 	<ul style="list-style-type: none"> • Academic Skills: <ul style="list-style-type: none"> ◦ Write name ◦ Communicate in writing ◦ Communicate using electronic devices ◦ Use pictures to show a sequence of events • Communication Skills: <ul style="list-style-type: none"> ◦ Take a message from a caller on the phone
C. Write formal and informal letters that include important details and follow correct letter format.	<ul style="list-style-type: none"> • Select and use appropriate words or phrases for a given purpose. • Create and send a note or letter using text, pictures or symbols. 	<ul style="list-style-type: none"> • Use pictures and/or words to create a simple letter or invitation. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> • Create and use a signature (e.g., personal mark, name stamp). • Select pictures or symbols to create a simple text format. • Use a switch to share/convey information. 	<ul style="list-style-type: none"> • Communicate using written communication: <ul style="list-style-type: none"> ◦ Address an envelope ◦ Complete thank you notes ◦ Complete information on warranty cards • Academic Skills: <ul style="list-style-type: none"> ◦ Write name

				<ul style="list-style-type: none"> ○ Communicate in writing ○ Communicate using electronic devices
<p>D. Write informational reports that include facts, details and examples that illustrate an important idea.</p>	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Produce information to complete a form (e.g., book report, job application, check book). • Produce a simple informational report. 	<ul style="list-style-type: none"> • Make a list for a specific purpose. • Produce personal information (e.g., name, address, and/or phone number) in print. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> • Create and use a signature (e.g., personal mark, name stamp). • Select pictures or symbols to create a simple text format. • Use a switch to share/convey information. 	<ul style="list-style-type: none"> • Use the grocery store in the community <ul style="list-style-type: none"> ○ Make and use a grocery list • Use pictures or writing to make a schedule to follow for a given task or series of tasks

		WRITING CONVENTIONS					
Ohio Benchmarks Grades 3-4		Assessment activities				Functional Curriculum	
A. Write legibly in finished drafts.	<ul style="list-style-type: none"> • Use standard writing procedures (e.g., left to right, top to bottom, spacing). • Use upper and lower case letters. 			<ul style="list-style-type: none"> • Use a switch/technology to generate a sentence. 		<ul style="list-style-type: none"> • Complete thank you notes • Complete applications legibly • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms 	
B. Spell grade-appropriate words correctly.	<ul style="list-style-type: none"> • Write frequently used words with correct spelling. • Use spelling support strategies (e.g. spell checker, word prediction) to create a written document. 					<ul style="list-style-type: none"> • Complete thank you notes • Complete applications legibly • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms 	
C. Use conventions of punctuation and capitalization in written work.	<ul style="list-style-type: none"> • Use appropriate sentence punctuation. • Use appropriate capitalization in words and/or sentences. 	<ul style="list-style-type: none"> • Use upper and lower case letters. • Use capitalization in proper nouns and/or beginning of sentence. • Use ending punctuation in written sentences. 				<ul style="list-style-type: none"> • Complete thank you notes • Complete applications legibly • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms 	
D. Use grammatical structures to effectively communicate ideas in writing.	<ul style="list-style-type: none"> • Combine words to create a grammatically correct sentence. 	<ul style="list-style-type: none"> • Combine picture symbols to create a simple sentence. 	<ul style="list-style-type: none"> • Select two or more symbols to create a message. • Use a switch/technology to generate a sentence. • Make a selection of words or pictures to contribute to a written document. 			<ul style="list-style-type: none"> • Complete thank you notes • Complete applications legibly • Make lists legible enough for another to read • Draft an e-mail to a friend • Fill out basic community forms 	

	RESEARCH				
Ohio Benchmarks Grades 3 - 4	Assessment Activities High ← Level of Complexity → Low				Functional Curriculum
A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> Be able to obtain necessary materials from a library. 	
B. Select and summarize important information and sort key findings into categories about a topic.					
C. Create a list of sources used for oral, visual, written or multimedia reports.					
D. Communicate findings orally, visually and in writing or through multimedia.				<ul style="list-style-type: none"> Tell a friend a story in the order that the events happened, and that contains detail. 	

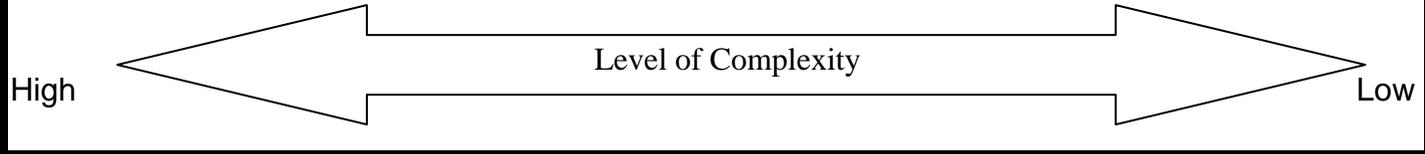
	COMMUNICATION: ORAL AND VISUAL			
Ohio Benchmarks Grades 3-4	High ← Assessment activities → Level of Complexity → 			Functional Curriculum
A. Demonstrate active listening	<ul style="list-style-type: none"> • This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> • Relay a telephone message. • Listen to a teacher or person of authority • Use appropriate eye contact with a speaker
B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.				<ul style="list-style-type: none"> • Comprehend simple directions.
C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.				<ul style="list-style-type: none"> • Start or continue conversations with people using appropriate topics • Take turns talking.
D. Identify examples of facts and opinions and explain their differences.				<ul style="list-style-type: none"> • State simple facts (peoples names weather, date).
E. Organize presentations to provide a beginning, middle, and ending and include concrete details.				<ul style="list-style-type: none"> • Organize steps in a simple recipe • Organize a simple schedule.
F. Clarify information in presentations through the use of important details from a variety of sources, effective organization, and a clear focus.				
G. Deliver a variety of presentations, using visual materials as appropriate.				<ul style="list-style-type: none"> • Use a visual schedule to follow. • Communicate using visuals.

FUNCTIONAL CURRICULUM

GRADES 5 - 7

LANGUAGE ARTS

WRITING

	WRITING PROCESS			
Ohio Benchmarks Grades 5-7	Assessment activities 			Functional Curriculum
A. Generate writing topics and establish a purpose appropriate for the audience.	<ul style="list-style-type: none"> Select and develop a writing topic through discussion. 	<ul style="list-style-type: none"> Select pictures to generate ideas for a writing topic. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. 	<ul style="list-style-type: none"> Complete information on warranty cards. Complete applications legibly.
B. Determine audience and purpose for self-selected and assigned writing tasks.	<ul style="list-style-type: none"> Select and develop a writing topic through discussion. Generate questions related to a topic or idea. 	<ul style="list-style-type: none"> Select pictures to generate ideas for a writing topic. Create text using print, pictures, or symbols for a specific purpose. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. Select a picture, symbol, or object to convey a message or idea related to a topic. Use a switch to convey a sentence for a specific purpose. 	<ul style="list-style-type: none"> Complete information on warranty cards. Complete applications legibly. Address an envelope
C. Clarify ideas for writing assignments by using graphics or other organizers.	<ul style="list-style-type: none"> Generate questions related to a topic or idea. Generate a written document as the result of a planning process. 	<ul style="list-style-type: none"> Use pictures, drawings and/or words to organize ideas and events. 	<ul style="list-style-type: none"> Select pictures or symbols for organizing ideas related to a topic. 	

<p>D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</p>	<ul style="list-style-type: none"> • Generate a written document as the result of a planning process. • Write a report with a beginning, middle, and end. • Edit and revise a written document using available tools and supports 	<ul style="list-style-type: none"> • Use pictures, drawings and/or words to organize ideas and events. • Use pictures, drawings and/or words to organize ideas and events. • Combine words and/or pictures to create simple sentences. • Retell a story or event in a logical sequence. 	<ul style="list-style-type: none"> • Use a switch to convey a sentence for a specific purpose. 	
<p>E. Select more effective vocabulary when editing by using a variety of resources and reference materials.</p>	<ul style="list-style-type: none"> • Use simple resource tools to select words/information for writing 			
<p>F. Edit to improve fluency, grammar, and usage.</p>	<ul style="list-style-type: none"> • Edit and revise a written document using available tools and supports 	<ul style="list-style-type: none"> • Recognize errors within a sentence that needs revision. 	<ul style="list-style-type: none"> • Use a switch to convey a sentence for a specific purpose. 	<ul style="list-style-type: none"> • Complete information on warranty cards. • Complete applications legibly.
<p>G. Apply tools to judge the quality of writing.</p>	<ul style="list-style-type: none"> • Edit and revise a written document using available tools and supports 			<ul style="list-style-type: none"> • Complete applications legibly

H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

- Write a report with a beginning, middle, and end.
- Edit and revise a written document using available tools and supports
- Publish a written document in a format appropriate to the purpose.

- Publish a written document for sharing.

- Use a switch to retell a story or events.

- Complete information on warranty cards.
- Complete applications legibly.
- Address an envelope

	WRITING APPLICATIONS				
Ohio Benchmarks Grades 5-7	Assessment activities 				Functional Curriculum
A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Sequence events to tell a story in writing. 	<ul style="list-style-type: none"> • Use pictures and/or words to summarize the main events of a story. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> • Select a picture or symbol in response to literature. • Select a picture or symbols to create a simple text format. • Use a switch to tell a story or personal event. 		
B. Write responses to literature that extend beyond the summary and support judgments through references to the text.	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Produce information to complete a form (e.g., book report, job application, check book). • Sequence events to tell a story in writing. 	<ul style="list-style-type: none"> • Use pictures and/or words to summarize the main events of a story. • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> • Select a picture or symbol in response to literature. • Select a picture or symbols to create a simple text format. • Use a switch to tell a story or personal event. 		
C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose	<ul style="list-style-type: none"> • Select and use appropriate words or phrases for a given purpose. • Create and send a note or letter 	<ul style="list-style-type: none"> • Use pictures and/or words to create a simple letter or invitation. • Use picture symbols to produce 	<ul style="list-style-type: none"> • Create and use a signature (e.g., personal mark, name stamp). • Select a picture or symbol 	<ul style="list-style-type: none"> • Complete applications legibly and completely • Complete thank you notes. • Write an e-mail to a friend 	

<p>and context in a clear and efficient manner.</p>	<p>using text, pictures, or symbols</p>	<p>a purposeful document.</p>	<p>in response to literature.</p> <ul style="list-style-type: none"> • Select a picture or symbols to create a simple text format. 	
<p>D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.</p>	<ul style="list-style-type: none"> • Document events around a specific topic (e.g., write in journal with words, pictures or symbols). • Select and use appropriate words or phrases for a given purpose. • Produce information to complete a form (e.g., book report, job application, check book). • Produce a simple informational report. 	<ul style="list-style-type: none"> • Make a list for a specific purpose • Produce personal information (e.g., name, address, and/or phone number) in print • Use picture symbols to produce a purposeful document. 	<ul style="list-style-type: none"> • Create and use a signature (e.g., personal mark, name stamp). • Select a picture or symbol in response to literature. • Select a picture or symbols to create a simple text format. 	<ul style="list-style-type: none"> • Create a shopping list for groceries or other purpose • Write a return address on an envelope
<p>E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.</p>	<ul style="list-style-type: none"> • Select and use appropriate words or phrases for a given purpose. 	<ul style="list-style-type: none"> • Use picture symbols to produce a purposeful document. 		

	WRITING CONVENTIONS				
Ohio Benchmarks Grades 5-7	<p style="text-align: center;">Assessment activities</p> <p style="text-align: center;">← Level of Complexity →</p> <p style="text-align: left;">High</p> <p style="text-align: right;">Low</p>				Functional Curriculum
A. Using correct spelling conventions.	<ul style="list-style-type: none"> Write frequently used words with correct spelling. Use spelling support strategies (e.g., spell checker, word prediction) to create a written document. 			<ul style="list-style-type: none"> Complete thank you notes Complete applications legibly Make lists legible enough for another to read Draft an e-mail to a friend Fill out basic community forms 	
B. Use conventions of punctuation and capitalization in written work.	<ul style="list-style-type: none"> Use appropriate sentence punctuation. Use appropriate capitalization in words and/or sentences. 	<ul style="list-style-type: none"> Use upper and lower case letters. Use capitalization in proper nouns and/or beginning of sentence. Use ending punctuation in written sentences. 		<ul style="list-style-type: none"> Complete thank you notes Complete applications legibly Make lists legible enough for another to read Draft an e-mail to a friend Fill out basic community forms 	
C. Use grammatical structures to effectively communicate ideas in writing.	<ul style="list-style-type: none"> Combine words to create a grammatically correct sentence. 	<ul style="list-style-type: none"> Use standard writing procedures (e.g., left to right, top to bottom, spacing.) Combine picture symbols to create a simple sentence. 	<ul style="list-style-type: none"> Select two or more symbols to create a message. Use a switch/technology to generate a sentence. Make a selection of words or pictures to contribute to a written document. 	<ul style="list-style-type: none"> Complete thank you notes Complete applications legibly Make lists legible enough for another to read Draft an e-mail to a friend Fill out basic community forms 	

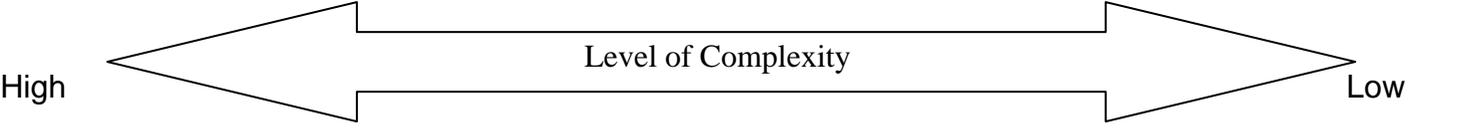
		COMMUNICATION: ORAL AND VISUAL				
Ohio Benchmarks Grades 5-7	High	Assessment activities		Low	Functional Curriculum	
A. Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Relay a telephone message. Listen to a teacher or person of authority Use appropriate eye contact with a speaker 	
B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.						
C. Vary language choice and use effective presentation techniques, including voice modulation and enunciation.						
D. Select an organizational structure appropriate to the topic, audience, setting and purpose.						
E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.					<ul style="list-style-type: none"> Socialize appropriately during a meal Appropriately interact with strangers in the community. Develop interviewing skills with peers. 	
F. Give presentations using a variety of deliver methods, visual materials and technology.						

FUNCTIONAL CURRICULUM

GRADES 8-12

LANGUAGE ARTS

WRITING

	WRITING PROCESS			
Ohio Benchmarks Grades 8-12	Assessment Activities 			Functional Curriculum
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	<ul style="list-style-type: none"> • Select and develop writing topic through discussion. • Generate questions related to a topic or idea. 	<ul style="list-style-type: none"> • Select pictures to generate ideas for a writing topic. • Create text using print, pictures or symbols for a specific purpose. 	<ul style="list-style-type: none"> • Select picture or symbols for organizing ideas related to a topic. 	<ul style="list-style-type: none"> • Develop skills related to academics. <ul style="list-style-type: none"> ○ Write a friendly letter. ○ Write a business letter. • Develop skills related to living independently. <ul style="list-style-type: none"> ○ Write down and relay a phone message. ○ Make a grocery list. ○ Make an errand list. ○ Record appointments on a calendar. ○ Keep a personal journal of daily events.
B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.	<ul style="list-style-type: none"> • Generate questions related to a topic or ideas. • Generate a written document as the result of a planning process. 	<ul style="list-style-type: none"> • Select pictures to generate ideas for a writing topic. • Use pictures, drawings, and/or words to organize ideas and events. 	<ul style="list-style-type: none"> • Select pictures or symbols for organizing ideas related to a topic. 	<ul style="list-style-type: none"> • Develop vocational skills. <ul style="list-style-type: none"> ○ Demonstrate awareness of interview process for obtaining a job. ○ Be able to answer interview questions. ○ Be prepared to ask interview questions. ○ Provide interviewer with personal information.

<p>C. Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice, and transition between paragraphs, passages or ideas.</p>	<ul style="list-style-type: none"> • Write a report with a beginning, middle and end. 	<ul style="list-style-type: none"> • Create text using print, pictures, or symbols for a specific purpose. • Combine words or pictures to create simple sentences. • Retell a story or event in a logical sequence. 	<ul style="list-style-type: none"> • Select a symbol or object to convey a message or idea related to a topic. 	<ul style="list-style-type: none"> • Develop skills related to academics. <ul style="list-style-type: none"> ○ Sequence events of an experience in the proper order. ○ Repeat or rephrase to promote understanding of events. • Demonstrate first aid and safety skills. <ul style="list-style-type: none"> ○ Report sickness or injury to the proper person. ○ Identify appropriate emergency numbers. ○ Relay address and phone number ○ Be a reliable source of information. • Develop vocational skills. <ul style="list-style-type: none"> ○ Report work related problems or issues to the proper person. ○ Maintain a written list of daily work tasks as they are completed. ○ Develop a sequential, written list of tasks that are to be completed.
<p>D. Edit to improve sentence fluency, grammar and usage.</p>	<ul style="list-style-type: none"> • Edit and revise a written document using available tools and supports. • Use a simple resource tools to select words for writing. • Publish a written document in a format appropriate to the purpose. 	<ul style="list-style-type: none"> • Recognize errors within a sentence that needs revision. 		<ul style="list-style-type: none"> • Develop skills related to academics. <ul style="list-style-type: none"> ○ Use a proofreading checklist to edit written work. ○ Use a dictionary to edit or improve written work. ○ Make corrections to written work as instructed.
<p>E. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</p>	<ul style="list-style-type: none"> • Edit and review a written document using available tools and supports. • Use simple resource tools to select words for writing. • Publish a written document in a format appropriate to the purpose. 	<ul style="list-style-type: none"> • Retell a story or event in logical sequence. • Publish a written document for sharing. 		<ul style="list-style-type: none"> • Develop skills related to academics. <ul style="list-style-type: none"> ○ Write a friendly letter. ○ Write a business letter. • Develop skills related to living independently. <ul style="list-style-type: none"> ○ Write down and relay a phone message. ○ Make a grocery list. ○ Make an errand list. ○ Record appointments on a

				<p>calendar.</p> <ul style="list-style-type: none">• Keep a personal journal of daily events.• Develop skills related to academics.<ul style="list-style-type: none">○ Use a proofreading checklist to edit written work.○ Use a dictionary to edit or improve written work.• Make corrections to written work as instructed.
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	WRITING APPLICATIONS			
Ohio Benchmarks Grades 8-12	Assessment Activities High ← Level of Complexity → Low			Functional Curriculum
A. Compare narratives that establish a specific setting plot and a consistent point of view and develop characters by using sensory details and concrete language.	<ul style="list-style-type: none"> Sequence events to tell a story in writing. Document events around a specific topic. Select and use appropriate words or phrase for a given purpose. 	<ul style="list-style-type: none"> Use pictures or words to summarize the main events of a story. 	<ul style="list-style-type: none"> Select pictures or symbols to create a simple text format. 	<ul style="list-style-type: none"> The student will listen to the teacher. <ul style="list-style-type: none"> With prompts. Visual and auditory. The student will perform tasks when asked by the teacher. <ul style="list-style-type: none"> With prompts. Visual and auditory. The student will follow classroom rules. <ul style="list-style-type: none"> No talking when others are talking. Respect other's space. Use inside voice and correct volume. The student will develop basic interaction skills. <ul style="list-style-type: none"> Use appropriate eye contact. Look to speaker when name is called. Look at the person speaking.
B. Write responses to literature that extend beyond the summary and support references to the text.	<ul style="list-style-type: none"> Sequence events to tell a story in writing. Document events around a specific topic. Select and use appropriate words or phrases for a given purpose. 	<ul style="list-style-type: none"> Use pictures or words to summarize the main events of a story. Use picture or symbols to produce a purposeful document. 	<ul style="list-style-type: none"> Select a picture of symbol in response to literature. 	<ul style="list-style-type: none"> The student will use the correct voice when speaking. <ul style="list-style-type: none"> Correct loudness. Correct tone of voice depending on conversation mood. The student will be able to start a conversation. The student will demonstrate good

				<ul style="list-style-type: none"> listening skills. The student will answer questions appropriately. The student will be able to continue conversations. <ul style="list-style-type: none"> Talk about the same thing as the speaker. Take turns talking.
<p>C. Produce letters that follow the conventional style appropriate to the text and include appropriate detail and exclude extraneous details and inconsistencies.</p>	<ul style="list-style-type: none"> Select and use appropriate word or phrase for a given purpose. Create and send a note or letter using text, pictures or symbols. Produce information to complete a form. 	<ul style="list-style-type: none"> Use pictures or words to create a simple letter or invitation. Product personal information in print. 	<ul style="list-style-type: none"> Use a switch to share/convey information. Select pictures or symbols to create a simple text format. Create and use a signature. 	<ul style="list-style-type: none"> Demonstrate letter writing skills. <ul style="list-style-type: none"> Write a friendly letter. Send greeting cards to friends and family. Address an envelope. Demonstrate ability to relay personal information. <ul style="list-style-type: none"> Complete a job application. Complete a magazine subscription. Complete a catalog order form. Use a signature.
<p>D. Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>	<ul style="list-style-type: none"> Document events around a specific topic. Make a list for a specific purpose. 	<ul style="list-style-type: none"> Produce a simple informational report. 	<ul style="list-style-type: none"> Select pictures to create a simple text format. 	<ul style="list-style-type: none"> Produce writing for an identified purpose. <ul style="list-style-type: none"> Make a grocery list based on needed items. Schedule a day of errands and order them accordingly. Maintain a calendar with personal information. Produce a simple informational report. <ul style="list-style-type: none"> Punch in or sign in to work. Follow task analysis list at work. Complete an assembly project by following a jig. Demonstrate the ability to work independently by following a written list of instructions. <ul style="list-style-type: none"> With or without picture cues.

	WRITING CONVENTIONS				
Ohio Benchmarks Grades 8-12	Assessment Activities 				Functional Curriculum
A. Use correct spelling conventions.	<ul style="list-style-type: none"> • Use spelling support strategies. • Write frequently used words with correct spelling. 			<ul style="list-style-type: none"> • Use spelling support strategies. <ul style="list-style-type: none"> ○ Locate a dictionary. ○ Use a dictionary to check the spelling of a word. ○ Use an electronic spell check to check the spelling of a word. ○ Use a checklist to check for accuracy of frequently used words. 	
B. Use correct punctuation and capitalization.	<ul style="list-style-type: none"> • Use appropriate sentence punctuation. • Use appropriate capitalization in words and sentences. 	<ul style="list-style-type: none"> • Use upper and lower case letters. • Use capitalization in proper nouns and beginning of sentences. • Use ending punctuation in written sentences. 		<ul style="list-style-type: none"> • Use capital letters when necessary. • Use punctuation support strategies. <ul style="list-style-type: none"> ○ Use a proofreading checklist to check the capitalization in written work. 	
C. Demonstrate understanding of the grammatical conventions of the English language.	<ul style="list-style-type: none"> • Combine words to create a grammatically correct sentence. 	<ul style="list-style-type: none"> • Use standard writing procedures: left to right, top to bottom, and spacing. • Combine picture symbols to create a simple sentence. 	<ul style="list-style-type: none"> • Make a selection of words to contribute to a written document. • Select two or more symbols to create a message. 	<ul style="list-style-type: none"> • Use first aid/safety skills. <ul style="list-style-type: none"> ○ Use I.D. card appropriately in emergency situations. ○ Know address, phone number. ○ Relay emergency information to the appropriate person. ▪ Use telephone skills. <ul style="list-style-type: none"> ○ Relay telephone messages. ○ Dial 911 in the correct situations. ○ Alphabetize. • Follow simple recipes. • Use a functional sight vocabulary to 	

				complete domestic tasks.
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FUNCTIONAL CURRICULUM

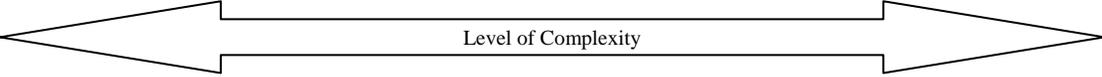
GRADES K - 12

MATHEMATICS

FUNCTIONAL CURRICULUM

GRADES K - 2

MATHEMATICS

	NUMBER, NUMBER SENSE AND OPERATIONS			
Ohio Benchmarks Grades K–2	Assessment Activities 			Functional Curriculum
<p>A. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.</p>	<ul style="list-style-type: none"> • Identify numbers to a specific place value • Write numbers to a specific place value 	<ul style="list-style-type: none"> • Identify less than, more than, most and/or least • Show that equal means “the same as” • Count objects to a given number 	<ul style="list-style-type: none"> • Count objects in the context of a daily living activity • Use a switch to count • Select numbers within the context of a daily living activity • Identify a set of objects with “more” 	<ul style="list-style-type: none"> • Use/demonstrate first aid/safety skills <ul style="list-style-type: none"> ○ Identify appropriate emergency numbers ○ Know address and phone number • Use telephone skills <ul style="list-style-type: none"> ○ Sequence phone number correctly using dial/push button phone ○ Dial and use 911 in the correct situations • Set tables appropriately <ul style="list-style-type: none"> ○ Determine number of place settings needed • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Use appropriate quantity of condiments ○ Pour liquids • Clean up after meals <ul style="list-style-type: none"> ○ Use appropriate dish washing materials and amounts • Learn Safety <ul style="list-style-type: none"> ○ Identify name address and phone number • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ Identify numbers ○ Count objects by 10’s ○ One to one correspondence ○ Quantity

				<ul style="list-style-type: none"> • Develop and demonstrate production skills <ul style="list-style-type: none"> ○ Sort by numerical
<p>B. Recognize and generate equivalent representations for whole numbers, fractions and decimals.</p>	<ul style="list-style-type: none"> • Identify numbers to a specific place value • Write numbers to a specific place value • Use fractions, decimals, or percents within the context of a daily living activity 	<ul style="list-style-type: none"> • Identify less than, more than, most and/or least • Show that equal means “the same as” • Divide an object into a specified number of parts 	<ul style="list-style-type: none"> • Count objects in the context of a daily living activity • Use a switch to count 	<ul style="list-style-type: none"> • Use/demonstrate first aid/safety skills <ul style="list-style-type: none"> ○ Identify appropriate emergency numbers ○ Know address and phone number • Use telephone skills <ul style="list-style-type: none"> ○ Sequence phone number correctly using dial/push button phone ○ Dial and use 911 in the correct situations • Set tables appropriately <ul style="list-style-type: none"> ○ Determine number of place settings needed • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Use appropriate quantity of condiments ○ Pour liquids • Clean up after meals <ul style="list-style-type: none"> ○ Use appropriate dish washing materials and amounts • Learn Safety <ul style="list-style-type: none"> ○ Identify name address and phone number • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ Identify numbers ○ Count objects by 10’s ○ One to one correspondence ○ Quantity • Develop and demonstrate production skills <ul style="list-style-type: none"> ○ Sort by numerical

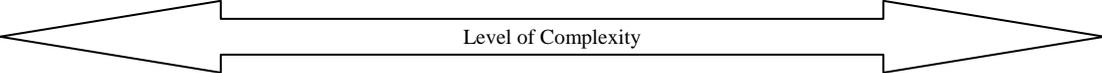
<p>C. Represent commonly used fractions and mixed numbers using words and physical models.</p>	<ul style="list-style-type: none"> • Use fractions, decimals or percents within the context of a daily living activity 	<ul style="list-style-type: none"> • Divide an object into a specified number of parts 		<ul style="list-style-type: none"> • Set tables appropriately <ul style="list-style-type: none"> ○ Determine number of place settings needed • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ One to one correspondence ○ Quantity
<p>D. Use models, points of reference and equivalent forms of commonly used fractions to judge the size of fractions and to compare, describe, and/or order them.</p>	<ul style="list-style-type: none"> • Use fractions, decimals, or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> • Divide an object into a specified number of parts 	<ul style="list-style-type: none"> • Identify a set of objects with “more” 	<ul style="list-style-type: none"> • Set tables appropriately <ul style="list-style-type: none"> ○ Determine number of place settings needed • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ One to one correspondence ○ Quantity • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Use appropriate quantity of condiments ○ Pour liquids • Clean up after meals <ul style="list-style-type: none"> ○ Use appropriate dish washing materials and amounts
<p>E. Recognize and classify numbers as prime or composite and list factors</p>				
<p>F. Count money and make change using both coins and paper bills.</p>	<ul style="list-style-type: none"> • Identify and write/state money amounts • Use a “next dollar” strategy to make a purchase • Calculate the amount of money for a daily living purchase and 	<ul style="list-style-type: none"> • Determine a specific number of bills or coins for a routine purchase. • Sort and/or identify coins and dollars for a purpose • Complete steps using money to 	<ul style="list-style-type: none"> • Exchange money to make a purchase • Make a selection when presented with items of similar prices for a purchase (e.g., a book and ball each cost \$2) 	<ul style="list-style-type: none"> • Identify coins and dollar bills and state value • Use public school library <ul style="list-style-type: none"> ○ Understand concept of paying for fines • Understand the concept of working for money

	<ul style="list-style-type: none"> activities Count change in a purchase transaction 	make a purchase		<ul style="list-style-type: none"> Complete cafeteria lunch routine appropriately and in a timely manner <ul style="list-style-type: none"> Pay for food Learn academics relating to domestic skills <ul style="list-style-type: none"> Money
G. Model and use commutative and associative properties for addition and multiplication	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems Compute with a calculator Use simple multiplication or division concepts to solve real problems 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts within daily living problems 		<ul style="list-style-type: none"> Identify simple addition and subtraction concepts within daily living problems
H. Use relationships between operations such as subtraction as the inverse of addition and division as the inverse of multiplication.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems Compute with a calculator Use simple multiplication or division concepts to solve real problems 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts with daily living problems 		<ul style="list-style-type: none"> Identify simple addition and subtraction concepts within daily living problems
I. Demonstrate fluency in multiplication facts with factors through 10 and corresponding divisions.	<ul style="list-style-type: none"> Use simple multiplication or division concepts to solve real problems 			
J. Estimate the results of whole number computations using a variety of strategies, and judge the reasonableness.	<ul style="list-style-type: none"> 			
K. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division of whole numbers.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems Compute with a calculator Use simple multiplication or division concepts to solve real problems 			

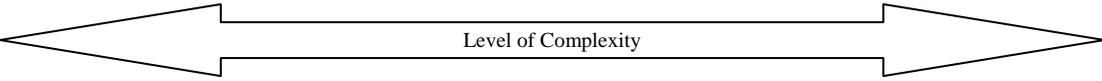
<p>L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.</p>	<ul style="list-style-type: none"> • Compute with a calculator 			
<p>M. Add and subtract commonly used fractions with like denominators and decimals, using models and paper and pencil.</p>	<ul style="list-style-type: none"> • Use fractions, decimals, or percents within the context of a daily living activity 			<ul style="list-style-type: none"> • Use fractions within the context of daily living

		MEASUREMENT				
Ohio Benchmarks Grades K–2	Assessment Activities				Functional Curriculum	
	High			Low		
<p>A. Select appropriate units for perimeter, area, weight, volume (capacity), time and temperature, using:</p> <ul style="list-style-type: none"> • Objects of uniform size; • U.S. customary units; e.g., mile, square inch, second, degree Fahrenheit, and other units as appropriate • Metric units; e.g., millimeter, kilometer, square centimeter, kilogram, cubic centimeter, degree Celsius, and other units as appropriate 	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities • Report and interpret temperature readings (e.g., tell what type of clothing to wear) • Select an appropriate pre-measured package based on label information (e.g., 8 oz can of tomatoes, ½ gallon of milk) 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g., cups and measuring spoons) • Identify concepts of temperature (e.g., hot, warm, cold) 	<ul style="list-style-type: none"> • Select a representation of a measurement concept (e.g., temperature, size, weight) • Use a switch to state a measured amount 	<ul style="list-style-type: none"> • The student will learn academics relating to domestic skills <ul style="list-style-type: none"> ○ Communicate using electronic devices ○ Measurement • Care for clothes <ul style="list-style-type: none"> ○ Measure laundry product according to direction • Prepare food <ul style="list-style-type: none"> ○ Discriminate between hot/cold ○ Use measurement tools ○ Identify full, empty, half ○ Identify tool for quantity needed ○ Use safety utensils • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Use appropriate quantity of condiments • Clean up after meals <ul style="list-style-type: none"> ○ Use appropriate dishwashing materials and amounts 		
<p>B. Know that the number of units is inversely related to the size of the unit for any item being measured.</p>						

<p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.</p>	<ul style="list-style-type: none"> • Use days, months, and/or years to tell time • Report and interpret temperature readings (e.g., tell what type of clothing to wear) 	<ul style="list-style-type: none"> • Distinguish concepts of quantity, such as more/less, short/long and big/small 	<ul style="list-style-type: none"> • Select objects of similar size, weight and/or length 	<ul style="list-style-type: none"> • Use days, months, and/or years to tell time. • Use daily weather reports to determine appropriate dress
<p>D. Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms, and time and temperature.</p>	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities • Measure accurately in daily living activities • Use a calendar or planner to record personal events, assignments, or schedule 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g. cups and measuring spoons) • Use measurement tools for a specific activity • Identify concepts of temperature (e.g., hot, warm, cold) • Use a calendar, planner, or schedule to follow a routine 	<ul style="list-style-type: none"> • Use a scale to state a measured amount 	<ul style="list-style-type: none"> • Use days, months, and/or years to tell time. • Use daily weather reports to determine appropriate dress
<p>E. Tell time to the nearest minute.</p>	<ul style="list-style-type: none"> • Express concepts of time (e.g. before/after, today/tomorrow) • Tell time on a digital or analog clock • Use a calendar or planner to record personal events, assignments, or schedule 	<ul style="list-style-type: none"> • Use a clock to match "times" with activity (e.g., 9:00-music; 12:00-lunch) • Use a calendar, planner, or schedule to follow a routine 	<ul style="list-style-type: none"> • Select routine activities within a schedule 	<ul style="list-style-type: none"> • Meal preparation <ul style="list-style-type: none"> ○ Monitor food when cooking ○ Using timing devices • Demonstrate time related skills <ul style="list-style-type: none"> ○ Read time on a clock • Follow a picture schedule

		GEOMETRY AND SPATIAL SENSE				
Ohio Benchmarks Grades K–2		Assessment Activities			Functional Curriculum	
		High			Low	
A. Provide rationale for groupings and comparisons of two-dimensional figures and three-dimensional objects.	<ul style="list-style-type: none"> Sort shapes and/or objects with common and/or different attributes 	<ul style="list-style-type: none"> Sort objects with similar attributes 	<ul style="list-style-type: none"> Match simple three-dimensional objects for a purpose Use a switch or active motor response to participate in a geometry activity 	<ul style="list-style-type: none"> Cleaning up after meals <ul style="list-style-type: none"> Sorting dishes, pots, pans, and utensils Care for clothes <ul style="list-style-type: none"> Sort clothing according to colors Sort recyclables Develop and demonstrate production skills <ul style="list-style-type: none"> Sort by color, shape, size, material, etc... 		
B. Describe and identify points, lines and planes in the environment.	<ul style="list-style-type: none"> Follow directions involving positional concepts. Use a positional map, floor plan, or signs to go to a location 	<ul style="list-style-type: none"> Follow simple spatial directions Identify and/or name one or more designated areas in the environment for a purpose 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	<ul style="list-style-type: none"> Follow picture signs to navigate around a building Demonstrate safety in the community <ul style="list-style-type: none"> Functionally use signs in the community/school 		
C. Describe and identify intersecting, parallel and perpendicular lines or segments in the environment	<ul style="list-style-type: none"> Follow directions involving positional concepts 	<ul style="list-style-type: none"> Follow simple spatial directions 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	<ul style="list-style-type: none"> Follow picture signs to navigate around a building Demonstrate safety in the community <ul style="list-style-type: none"> Functionally use signs in the community/school 		
D. Identify and draw right, obtuse, acute and straight angles.	<ul style="list-style-type: none"> Make a drawing or diagram to represent a location 	<ul style="list-style-type: none"> Draw simple two-dimensional shapes 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 			

E Use attributes to describe, classify and sketch plane figures and build solid objects	<ul style="list-style-type: none"> Sort shapes and/or objects with common and/or different attributes 	<ul style="list-style-type: none"> Sort objects with similar attributes 	<ul style="list-style-type: none"> Select a geometric figure in the context of an activity (e.g., from among different shapes, sizes, or three-dimensional forms) Use a switch or active motor response to participate in a geometry activity 	<ul style="list-style-type: none"> Cleaning up after meals <ul style="list-style-type: none"> Sorting dishes, pots, pans, and utensils
F. Develop definitions of classes of shapes	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	
G. Find and name locations in coordinate systems	<ul style="list-style-type: none"> Follow directions involving positional concepts Use a positional map, floor plan, or signs to go to a location 	<ul style="list-style-type: none"> Follow simple spatial directions Identify and/or name one or more designated areas in the environment for a purpose 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	<ul style="list-style-type: none"> Follow picture signs to navigate around a building Demonstrate safety in the community <ul style="list-style-type: none"> Functionally use signs in the community/school
H. Identify and describe line and rotational symmetry in two-dimensional shapes and designs			<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	
I. Describe, identify and model reflections, rotations and translations, using physical materials.	<ul style="list-style-type: none"> Assemble an object using a diagram or template 	<ul style="list-style-type: none"> Follow simple spatial directions 	<ul style="list-style-type: none"> Manipulate three-dimensional objects for a purpose Use a switch or active motor response to participate in a geometry activity 	
J. Describe a motion or series of transformations that show two shapes are congruent			<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity 	

		PATTERNS, FUNCTIONS AND ALGEBRA			
Ohio Benchmarks Grades K–2	Assessment Activities			Functional Curriculum	
	High			Low	
A. Analyze and extend patterns, and describe the rule in words.	<ul style="list-style-type: none"> • Reproduce a pattern using objects. • Follow the pattern of a template to complete a task 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different • Identify and/or extend a pattern for a specific purpose. (e.g., collating, setting the table) • Take own turn within a patterned activity 	<ul style="list-style-type: none"> • Imitate a pattern of facial expressions, vocalizations and/or speech sounds • Use a switch to participate in a patterned activity 	<ul style="list-style-type: none"> • Demonstrate independence in meal preparation <ul style="list-style-type: none"> ○ Identify 4 food groups, identify breakfast, lunch, dinner, and snack foods • Prepare food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence • Set table appropriately <ul style="list-style-type: none"> ○ Position place settings appropriately • Eat using appropriate etiquette <ul style="list-style-type: none"> ○ Discriminate finger food from other food • Clean up after meals <ul style="list-style-type: none"> ○ Sort dishes, pots, pans, and utensils • Take turns talking, wait until others are finished speaking • Engage in basic turn taking activities 	
B. Use patterns to make predictions, identify relationships, and solve problems	<ul style="list-style-type: none"> • Reproduce a pattern using objects • Use visual representations to represent and/or solve a problem • Create a simple graph to display information • Follow the pattern of a 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different • Identify and/or extend a pattern for a specific purpose (e.g., collating, setting the table) • Use a picture sequence to complete a routine task • Create a chart showing a 	<ul style="list-style-type: none"> • Make a selection among scheduled or routine events • Use a switch to participate in a patterned activity 	<ul style="list-style-type: none"> • Demonstrate independence in meal preparation <ul style="list-style-type: none"> ○ Select appropriate portions • Graphing attendance, birthdays, weather, etc... • 	

	<ul style="list-style-type: none"> template to complete a task Assemble an object following a pattern or set of directions 	<p>pattern (e.g., weather or attendance chart.)</p>		
C. Write and solve open sentences and explain strategies	<ul style="list-style-type: none"> Assemble an object following a pattern or set of directions 		<ul style="list-style-type: none"> Use a switch to participate in a patterned activity 	
D. Represent an unknown quantity as a variable using a symbol, including letters.			<ul style="list-style-type: none"> Use a switch to participate in a patterned activity 	
E. Use variables to create and solve equations representing problem situations.	<ul style="list-style-type: none"> Use visual representations to represent and/or solve a problem 		<ul style="list-style-type: none"> Use a switch to participate in a patterned activity 	
F. Construct and use a table of values to solve problems associated with mathematical relationships.	<ul style="list-style-type: none"> Create a simple graph to display information 	<ul style="list-style-type: none"> Create a chart showing a pattern (e.g., weather or attendance chart) 	<ul style="list-style-type: none"> Use a switch to participate in a patterned activity Select pictures or symbols for a chart that shows a pattern (e.g., music and art class on certain days.) 	
G. Describe how a change in one variable affects the value of a related variable.	<ul style="list-style-type: none"> Create a simple graph to display information. 		<ul style="list-style-type: none"> Use a switch to participate in a patterned activity 	

		DATA ANALYSIS AND PROBABILITY					
Ohio Benchmarks Grades K–2		Assessment Activities High ← Level of Complexity → Low				Functional Curriculum	
A. Gather and organize data from surveys and classroom experiments, including data collected over a period of time.		<ul style="list-style-type: none"> Gather and record data using tables, charts, and/or graphs. Survey materials list to see what is needed for a specific task. 	<ul style="list-style-type: none"> Ask survey questions and record responses. 	<ul style="list-style-type: none"> Organize objects for a purpose. (e.g. food and utensils on a tray.) Use a switch or motor response to participate in data gathering(e.g. ask a survey question. 		<ul style="list-style-type: none"> Demonstrate independence in meal preparation <ul style="list-style-type: none"> Classify various foods into food groups Identify four food groups Care for Clothes <ul style="list-style-type: none"> Sort clothes according to color, fabric, label instructions and hand washables Use the Grocery Store in the Community <ul style="list-style-type: none"> Use grocery list Develop and Demonstrate Production Skills <ul style="list-style-type: none"> Match and sort items by color, shape, size, material, number, etc... 	
B. Read and interpret tables, charts, graphs (bar, picture, line, line plot), and timelines as sources of information, identify main idea, draw conclusions, and make predictions.		<ul style="list-style-type: none"> Compare data in tables, charts and/or graphs. Survey materials list to see what is needed for a specific task. Solve a problem or answer questions using data from a chart or graph. 	<ul style="list-style-type: none"> Use tables, charts and/or graphs to locate information in daily activities. Explain simple graphs or tables. 			<ul style="list-style-type: none"> Demonstrate independence in meal preparation <ul style="list-style-type: none"> Classify various foods into food groups Identify four food groups 	
C. Construct charts, tables and graphs to represent data, including picture graphs, line graphs, line plots and Venn diagrams.				<ul style="list-style-type: none"> Select pictures or symbols for a chart that represents information. 		<ul style="list-style-type: none"> Demonstrate independence in meal preparation <ul style="list-style-type: none"> Classify various foods into food groups Identify four food groups 	

				<ul style="list-style-type: none"> • Demonstrate Budgeting Skills <ul style="list-style-type: none"> ○ Create a table to track allowance and savings.
D. Read, interpret and construct graphs in which icons represent more than a single unit or intervals greater than one; e.g., each  = 10 soccer balls or the intervals on an axis are multiples of 10.				
E. Describe data using mode, median, and range.	<ul style="list-style-type: none"> • Solve a problem or answer questions using data from a chart or graph. 	<ul style="list-style-type: none"> • Use tables, charts and/or graphs to locate information in daily activities. 	<ul style="list-style-type: none"> • Make a selection in response to a data gathering question. 	<ul style="list-style-type: none"> • Be Able to Vote in an Election <ul style="list-style-type: none"> ○ Follow procedures in preparing to vote
F. Conduct a simple probability experiment and draw conclusions about the likelihood of possible outcomes.	<ul style="list-style-type: none"> • Make predictions about daily events and observe and discuss outcomes. • Identify events as possible/impossible or likely/unlikely to occur. 	<ul style="list-style-type: none"> • Predict the next event in a routine. 		
G. Identify and represent possible outcomes, such as arrangements of a set of up to four members and possible combinations from several sets, each containing 2 or 3 members.				
H. Use the set of possible outcomes to describe and predict events.	<ul style="list-style-type: none"> • Make predictions about daily events and observe and discuss outcomes. • Identify events as possible/impossible or likely/unlikely to occur. 	<ul style="list-style-type: none"> • Predict the next event in a routine. 		

FUNCTIONAL CURRICULUM

GRADES 3 - 4

MATHEMATICS

	NUMBER, NUMBER SENSE AND OPERATIONS			
Ohio Benchmarks Grades 3-4	Alternate Assessment Activities 			Functional Curriculum
A. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.	<ul style="list-style-type: none"> Identify numbers to a specific place value. Write numbers to a specific place value. 	<ul style="list-style-type: none"> Identify less than, more than, most and/or least. Show that equal means “the same as.” Count objects to a given number. 	<ul style="list-style-type: none"> Count objects in the context of a daily living activity. Use a switch to count. Select numbers within the context of a daily living activity. Identify a set of objects with “more.” 	<ul style="list-style-type: none"> Match and sort items (i.e. socks, silverware, office tools, etc.). Ask for more or less food/ingredients when eating or cooking. Count objects while sorting (i.e. recycling) Count school days (100 day activities). Calendar (count days until a holiday or birthday) Cleaning and putting away silverware (count into equal piles).
B. Recognize and generate equivalent representations for whole numbers, fractions and decimals.	<ul style="list-style-type: none"> Identify numbers to a specific place value. Write numbers to a specific place value. Use fractions, decimals or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> Identify less than, more than, most and/or least. Show that equal means “the same as.” Divide an object into a specified number of parts. 	<ul style="list-style-type: none"> Count objects in the context of a daily living activity. Use a switch to count. 	<ul style="list-style-type: none"> Match and sort items (i.e. socks, silverware, office tools, etc.). Ask for more or less food/ingredients when eating or cooking. Count objects while sorting (i.e. recycling) Count school days (100 day activities). Calendar (count days until a holiday or birthday) Cleaning and putting away silverware (count into equal piles). Dividing a pie or other food up for the class. Sharing objects in the room (dividing time).

C. Represent commonly used fractions and mixed numbers using words and physical models.	<ul style="list-style-type: none"> Use fractions, decimals or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> Divide an object into a specified number of parts. 		<ul style="list-style-type: none"> Sharing objects in the room (dividing time). Measuring while cooking. Money
D. Use models, points of reference and equivalent forms of commonly used fractions to judge the size of fractions and to compare, describe and order them.	<ul style="list-style-type: none"> Use fractions, decimals or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> Divide an object into a specified number of parts. 	<ul style="list-style-type: none"> Identify a set of objects with "more." 	<ul style="list-style-type: none"> Complete and incomplete job production skills. Refilling things that are empty or low (paper clips, stapler, etc.)
E. Recognize and classify numbers as prime or composite and list factors.	<ul style="list-style-type: none"> Identify numbers to a specific place value. 	<ul style="list-style-type: none"> Show that equal means "the same as". 		
F. Count money and make change using both coins and paper bills.	<ul style="list-style-type: none"> Identify and write/state money amounts. Use a "next dollar" strategy to make a purchase. Calculate the amount of money for a daily living purchase and activities. Count change in a purchase transaction. 	<ul style="list-style-type: none"> Determine a specific number of bills or coins for a routine purchase. Sort and/or identify coins and dollars for a purpose. Complete steps using money to make a purchase. 	<ul style="list-style-type: none"> Exchange money to make a purchase. Make a selection when presented with items of similar prices for a purchase (e.g., a book and ball each cost \$2). 	<ul style="list-style-type: none"> Use class store. Buying lunch. Field trips to different restaurants and stores. Buying school newspaper. Class paycheck reward system.
G. Model and use commutative and associative properties for addition and multiplication.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems. Compute with a calculator. Use simple multiplication or division concepts to solve real problems. 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts within daily living problems. 		<ul style="list-style-type: none"> Complete/incomplete (i.e. how many more objects do you need to finish that job?) Use class store. Cooking
H. Use relationships between operations, such as subtraction as the inverse of addition and division as the inverse of multiplication.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems. Compute with a calculator. Use simple multiplication or division concepts to solve real problems. 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts within daily living problems. 		<ul style="list-style-type: none"> Complete/incomplete (i.e. how many more objects do you need to finish that job?) Use class store Cooking

I. Demonstrate the fluency in multiplication facts with factors through 10 and corresponding divisions.	<ul style="list-style-type: none"> Use simple multiplication or division concepts to solve real problems. 			<ul style="list-style-type: none"> Use class store Sorting silverware and dividing into groups.
J. Estimate the results of whole number computations using a variety of strategies, and judge the reasonableness.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems. 	<ul style="list-style-type: none"> Identify less than, more than, most and/or least. 	<ul style="list-style-type: none"> Select numbers within the context of a daily living activity. 	
K. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division of whole numbers.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems. Use simple multiplication or division concepts to solve real problems. 			<ul style="list-style-type: none"> Complete/incomplete (i.e. how many more objects do you need to finish that job?) Use class store. Cooking Sorting silverware and dividing into groups.
L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.	<ul style="list-style-type: none"> Compute with a calculator. 			<ul style="list-style-type: none"> School or class store
M. Add and subtract commonly used fractions with like denominators and decimals, using models and paper and pencil.	<ul style="list-style-type: none"> Use fractions, decimals or percents within the context of a daily living activity. 			<ul style="list-style-type: none"> Measuring while cooking. Buying different things in the classroom or in the community. Time (1/2 hour, 1/4 hour).

	MEASUREMENT				
Ohio Benchmarks Grades 3-4	Assessment Activities				Functional Curriculum
	High			Low	
A. Select appropriate units for perimeter, area, weight, volume (capacity), time and temperature using: Objects of uniform size; U.S. customary units; e.g., mile, square inch, cubic inch, second, degree Fahrenheit, and other units as appropriate; Metric units: e.g., millimeter, kilometer, square centimeter, kilogram, cubic centimeter, degree Celsius, and other units as appropriate.	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities. • Report and interpret temperature readings (e.g., tell what type of clothing to wear). • Select an appropriate pre-measured package based on label information (e.g., 8 oz can of tomatoes, ½ gallon of milk). 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g., cups and measuring spoons). • Identify concepts of temperature (e.g., hot, warm, cold). 	<ul style="list-style-type: none"> • Select a representation of a measurement concept (e.g. temperature, size, weight). • Use a switch to state a measured amount. 	<ul style="list-style-type: none"> • Demonstrate independence in meal preparation <ul style="list-style-type: none"> ○ Select appropriate portions ○ Use measurement tools, identify tool for quantity need ○ Read time on a clock, use timing devices • Care for clothes <ul style="list-style-type: none"> ○ Measure laundry product according to direction 	
B. Know that the number of units is inversely related to the size of the unit for an item being measured.					
C. Develop common referents for units of measure for length, weight, volume (capacity and time to make comparisons and estimates.	<ul style="list-style-type: none"> • Use days, months and/or years to tell time. • Report and interpret temperature readings (e.g., tell what type of clothing to wear). 	<ul style="list-style-type: none"> • Distinguish concepts of quantity, such as more/less, short/long and big/small. 	<ul style="list-style-type: none"> • Select objects of similar size, weight and/or length. 	<ul style="list-style-type: none"> • Read the date off of a calendar and keep a calendar to schedule important events 	

<p>D. Identify appropriate tools and apply counting techniques for measuring side length, perimeter and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms and time and temperature.</p>	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities. • Measure accurately in daily living activities. • Use a calendar or planner to record personal events, assignments, or schedule. 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g., cups and measuring spoons). • Use measurement tools for a specific activity. • Identify concepts of temperature (e.g., hot, warm, cold). • Use a calendar, planner or schedule to follow a routine. 	<ul style="list-style-type: none"> • Use a switch to state a measured amount. 	<ul style="list-style-type: none"> • Demonstrate independence in meal preparation <ul style="list-style-type: none"> ○ Select appropriate portions ○ Use measurement tools, identify tool for quantity need • Develop and demonstrate production skills • Match and sort item based on one or more measurable characteristics • Look for correct color, number, shape or size
<p>E. Tell time to the nearest minute.</p>	<ul style="list-style-type: none"> • Express concepts of time (e.g., before/after, today/tomorrow). • Tell time on a digital or an analog clock. • Use a calendar or planner to record personal events, assignments, or schedule. 	<ul style="list-style-type: none"> • Use a clock to match “times” with activity (e.g., 9:00-music; 12:00-lunch). • Use a calendar, planner or schedule to follow a routine 	<ul style="list-style-type: none"> • Select routine activities within a schedule. 	<ul style="list-style-type: none"> • Read time on a clock, use timing devices • Demonstrate job appropriate habits <ul style="list-style-type: none"> ○ Arrive in a timely manner

	GEOMETRY				
Ohio Benchmarks Grades 3 - 4	Assessment Activities				Functional Curriculum
	High			Low	
A. Provide rationale for groupings and comparisons of two-dimensional figures and three-dimensional objects.	<ul style="list-style-type: none"> Sort shapes and/or objects with common and/or different attributes. Sort objects with similar attributes. 		<ul style="list-style-type: none"> Match simple three-dimensional objects for a purpose. Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Develop and demonstrate production skills <ul style="list-style-type: none"> Match and sort items by color, shape, size, material, etc... Sort by alphabet, numerical, company name, etc... Develop inspecting skills Check for alike/different, check for complete / incomplete 	
B. Describe and identify points, lines and planes in the environment.	<ul style="list-style-type: none"> Follow directions involving positional concepts. Use a positional map, floor plan, or signs to go to a location. 	<ul style="list-style-type: none"> Follow simple spatial directions. Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Attending activities in a social setting <ul style="list-style-type: none"> Reading a map Reading a bus schedule 	
C. Describe and identify intersecting, parallel and perpendicular lines or segments in the environment.	<ul style="list-style-type: none"> Follow directions involving positional concepts. 	<ul style="list-style-type: none"> Follow simple spatial directions. 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Attending activities in a social setting <ul style="list-style-type: none"> Reading a map Reading a bus schedule 	
D. Identify and draw right, obtuse, acute and straight angles.	<ul style="list-style-type: none"> Make a drawing or diagram to represent a location. Draw simple two-dimensional shapes. 		<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 		

<p>E. Use attributes to describe, classify and sketch plane figures and build solid objects.</p>	<ul style="list-style-type: none"> Sort shapes and/or objects with common and/or different attributes. Identify and compare two and/or three-dimensional shapes. Assemble an object using a diagram or template Sort objects with similar attributes. 		<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Develop and demonstrate production skills <ul style="list-style-type: none"> Match and sort items by color, shape, size, material, etc... Sort by alphabet, numerical, company name, etc... Develop inspecting skills Check for alike/different, check for complete/ incomplete
<p>F. Develop definitions of classes of shapes.</p>			<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	
<p>G. Find and name locations in coordinate systems.</p>	<ul style="list-style-type: none"> Follow directions involving positional concepts. Use a positional map, floor plan, or signs to go to a location. Follow simple spatial directions. 	<ul style="list-style-type: none"> Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Attending activities in a social setting <ul style="list-style-type: none"> Reading a map Reading a bus schedule Using a directory, or map to find locations within a store or shopping center.
<p>H. Identify and describe line and rotational symmetry in two-dimensional shapes and designs.</p>			<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	
<p>I. Describe, identify and model reflections, rotations and translations, using physical materials.</p>	<ul style="list-style-type: none"> Follow directions involving positional concepts. Assemble an object using a diagram or template. Follow simple spatial directions. 		<ul style="list-style-type: none"> Manipulate three-dimensional objects for a purpose. Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Develop and demonstrate production skills <ul style="list-style-type: none"> Complete repetitive tasks Check for complete / incomplete
<p>J. Describe a motion or series of transformations that show two shapes are congruent.</p>			<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	

		PATTERNS, FUNCTIONS AND ALGEBRA			
Ohio Benchmarks Grades 3 - 4		Assessment Activities		Functional Curriculum	
		High		Low	
A. Analyze and extend patterns, and describe the rule in words.	<ul style="list-style-type: none"> • Reproduce a pattern using objects. • Follow the pattern of a template to complete a task. 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different. • Identify and/or extend a pattern for a specific purpose (e.g., collating, setting the table). • Take own turn within a patterned activity. 			<ul style="list-style-type: none"> • Sequence phone number correctly • Identify differences in utensils (silverware, grooming etc.), temperature, emergency and non emergency situations, foods, time of day, seasons, appropriate and non appropriate behavior etc. • Setting the table following a pattern. • Following a picture or written schedule. • Taking turns in a game, in line for lunch or other activities, taking turns to answer questions etc. • Take turns in a conversation.
B. Use patterns to make predictions, identify relationships, and solve problems.	<ul style="list-style-type: none"> • Reproduce a pattern using objects. • Use visual representations to represent and/or solve a problem. • Create a simple graph to display information. 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different. • Identify and/or extend a pattern for a specific purpose (e.g., collating, setting the table). • Use a picture sequence to 			<ul style="list-style-type: none"> • Graph or chart birthdays, weather, attendance, grades, favorites, etc. • Use a picture schedule to use the bathroom, wash hands, go to the nurse, complete a school job. • Make holiday gifts by reproducing a pattern (i.e. necklace).

	<ul style="list-style-type: none"> Follow the pattern of a template to complete a task. Assemble an object following a pattern or set of directions. 	<ul style="list-style-type: none"> complete a routine task. Create a chart showing a pattern (e.g., weather or attendance chart). 		<ul style="list-style-type: none"> Draw out or write steps to take to make a good solution to a problem or social story. Follow a template to write an invitation, thank you card, address an envelope, make an advertisement etc. Follow a pattern to answer or dial a phone correctly.
C. Write and solve open sentences and explain strategies.	<ul style="list-style-type: none"> Assemble an object following a pattern or set of directions. 			<ul style="list-style-type: none"> Make holiday gifts by reproducing a pattern or following directions. (i.e. necklace). Put together a toy or gadget for classroom use.
D. Represent an unknown quantity as a variable using a symbol, including letters.				
E. Use variables to create and solve equations representing problem situations.	<ul style="list-style-type: none"> Use visual representations to represent and/or solve a problem. 			<ul style="list-style-type: none"> Draw out or write different steps to take to solve a problem or a social story.
F. Construct and use a table of values to solve problems associated with mathematical relationships.	<ul style="list-style-type: none"> Create a simple graph to display information. 	<ul style="list-style-type: none"> Create a chart showing a pattern (e.g., weather or attendance chart). 		<ul style="list-style-type: none"> Graph or chart birthdays, weather, attendance, grades, favorites, etc.
G. Describe how a change in one variable affects the value of a related variable.	<ul style="list-style-type: none"> Create a simple graph to display information. 			<ul style="list-style-type: none"> Graph or chart birthdays, weather, attendance, grades, favorites

		DATA ANALYSIS AND PROBABILITY			
Ohio Benchmarks Grades 3-4	Assessment Activities			Functional Curriculum	
	High				Low
A. Gather and organize data from surveys and classroom experiments, including data collected over a period of time.	<ul style="list-style-type: none"> Gather and record data using tables, charts and/or graphs. Survey materials list to determine what is needed for a specific task. 	<ul style="list-style-type: none"> Ask a survey question and record responses. 	<ul style="list-style-type: none"> Organize objects for a purpose. (e.g., food and utensils on a tray). Use a switch or motor response to participate in data gathering (e.g., ask a survey question). 	<ul style="list-style-type: none"> Take a survey on how many people want which snack item when given a choice between two. Put data into a graph. Take data on height and weight throughout the year. Graph the temperature for each day of the week. 	
B. Read and interpret tables, charts, graphs (bar, picture, line, line plot), and timelines as sources of information, identify main idea, draw conclusions, and make predictions.	<ul style="list-style-type: none"> Compare data in tables, charts and/or graphs. Survey materials list to determine what is needed for a specific task. Solve a problem or answer questions using data from a chart or graph. 	<ul style="list-style-type: none"> Use tables, charts and/or graphs to locate information in daily activities. Explain simple graphs or tables. 		<ul style="list-style-type: none"> Get the amount of snacks needed by looking at the survey. Explain a temperature graph. Measure the increase/decrease in your weight and height from the chart. 	
C. Construct charts, tables and graphs to represent data, including picture graphs, bar graphs, line graphs, line plots and Venn Diagrams.	<ul style="list-style-type: none"> Gather and record data using tables, charts and/or graphs. Record data over time. Create simple graphs to display information. 	<ul style="list-style-type: none"> Create a chart of information using pictures or symbols. 	<ul style="list-style-type: none"> Select pictures or symbols for a chart that represents information. 		
D. Read, interpret and construct graphs in which icons represent more than a single					

unit or intervals greater than one.				
E. Describe data using mode, median and range,	<ul style="list-style-type: none"> Solve a problem or answer questions using data from a chart or graph. 	<ul style="list-style-type: none"> Use tables, charts and/or graphs to locate information in daily activities. 	<ul style="list-style-type: none"> Make a selection in response to a data gathering question. 	<ul style="list-style-type: none"> State which has more or less by looking at a graph. State which day was warmer by looking at a graph.
F. Conduct a simple probability experiment and draw conclusions about the likelihood of possible outcomes.	<ul style="list-style-type: none"> Make predictions about daily events and observe and discuss outcomes. Identify events as possible/impossible or likely/unlikely to occur. 	<ul style="list-style-type: none"> Predict the next event in a routine. 		<ul style="list-style-type: none"> Make a prediction on the weather for the next day and observe and discuss outcomes.
G. Identify and represent possible outcomes, such as arrangements of a set of up to four members and possible combinations from several sets, each containing 2 or 3 members.				
H. Use the set of possible outcomes to describe and predict events.	<ul style="list-style-type: none"> Make predictions about daily events and observe and discuss outcomes. Identify events as possible/impossible or likely/unlikely to occur. 	<ul style="list-style-type: none"> Predict the next event in a routine. 		<ul style="list-style-type: none"> Predict what should be done next in a cooking lesson. Predict what you should say next in a social situation.

	MATHEMATICAL PROCESSES			
Ohio Benchmarks Grades 3-4	Assessment Activities High  Low			Functional Curriculum
<p>A. Apply and justify the use of a variety of problem solving strategies; e.g., make an organized list, guess and check.</p>	<ul style="list-style-type: none"> <i>Note: The benchmarks for mathematical processes articulate what students should demonstrate in problem solving, representation, communication, reasoning and connections at key points in their mathematics program. Specific grade-level indicators have not been included for the mathematical processes standard because content and processes should be interconnected at the indicator level. Therefore, mathematical processes have been embedded within the grade-level indicators for the five mathematics content standards. You may choose to select example applications from previous standards if you can align one of these applications with a specific Mathematical Processes Grade Three benchmark.</i> 			<ul style="list-style-type: none"> Demonstrate independence in meal preparation <ul style="list-style-type: none"> Demonstrate appropriate shopping skills
<p>B. Use an organized approach and appropriate strategies to solve multi-step problems.</p>				<ul style="list-style-type: none"> Identify the need for and items used to bathe Use good grooming skills as part of a daily routine Follow simple recipes in correct sequence
<p>C. Interpret results in the context of the problem being solved; e.g., the solution must be a whole number of buses when determining the number of buses necessary to transport students.</p>				

<p>D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world; e.g., use a timeline to sequence events; use symmetry in artwork.</p>				<ul style="list-style-type: none"> • Follow simple recipes in correct sequence • Care for clothes <ul style="list-style-type: none"> ○ Follow steps to washing and drying laundry • Follow check-out procedures at the library • Follow procedures in preparing to vote
<p>F. Recognize relationships among different topics within mathematics; e.g., the length of an object can be represented by a number.</p>				<ul style="list-style-type: none"> • The student will learn academics relating to domestic skills: <ul style="list-style-type: none"> ○ Measurement ○ Time to the hour, half-hour, etc... ○ Money skills
<p>G. Use reasoning skills to determine and explain the reasonableness of a solution with respect to the problem situation.</p>				<ul style="list-style-type: none"> • Demonstrate acceptable social/sexual behaviors <ul style="list-style-type: none"> ○ Respond with appropriate behaviors in social situations
<p>H. Recognize basic valid and invalid arguments, and use examples and counter examples, models, number relationships, and logic to support or refute.</p>				
<p>I. Represent problem situations in a variety of forms (physical model, diagram, in words or symbols), and recognize when some ways of representing a problem may be more helpful than others.</p>				
<p>J. Read, interpret, discuss and write about mathematical ideas and concepts using both everyday and mathematical language.</p>				<ul style="list-style-type: none"> • The student will learn academics relating to domestic skills: <ul style="list-style-type: none"> ○ Measurement ○ Time to the hour, half-hour, etc...

				<ul style="list-style-type: none"> ○ Money skills
<p>K. Use mathematical language to explain and justify mathematical ideas, strategies, and solutions.</p>				<ul style="list-style-type: none"> • The student will learn academics relating to domestic skills: <ul style="list-style-type: none"> ○ Measurement ○ Time to the hour, half-hour, etc... ○ Money skills

FUNCTIONAL CURRICULUM

GRADES 5 - 7

MATHEMATICS

	NUMBER, NUMBER SENSE AND OPERATIONS			
Ohio Benchmarks Grades 5-7	Alternate Assessment Activities 			Functional Curriculum
A. Represent and compare numbers less than 0 through familiar applications and extending the number line.	<ul style="list-style-type: none"> Identify numbers to a specific place value Write numbers to a specific place value. 	<ul style="list-style-type: none"> Identify less than, more than, most and/or least. Show that equal means “the same as” Count objects to a given number. 	<ul style="list-style-type: none"> Count objects in the context of a daily living activity. Use a switch to count Select numbers within the context of a daily living activity. Identify a set of objects with “more.” 	<ul style="list-style-type: none"> Counting objects to stock during a school job. Cooking Counting out functional objects for cooking, production, or money. Count numbers on a calendar, students in a class, and birthdays in a month.
B. Compare, order and convert among fractions, decimals and percents.	<ul style="list-style-type: none"> Identify numbers to a specific place value Write numbers to a specific place value. Identify and write/state money amounts Calculate the amount of money for a daily living purchase and activities. Use fractions, decimals, or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> Identify less than, more than, most and/or least Show that equal means “the same as” Count objects to a given number. Sort and/or identify coins and dollars for a purpose. Divide an object into a specified number of parts. 	<ul style="list-style-type: none"> Count objects in the context of a daily living activity. Use a switch to count Select numbers within the context of a daily living activity. Identify a set of objects with “more.” Exchange money to make a purchase. 	<ul style="list-style-type: none"> Counting objects to stock during a school job. Cooking Counting out functional objects for cooking, production, or money. Count numbers on a calendar, students in a class, birthdays in a month. Divide food into a specific number of parts. Buy something with real money in a real life setting. <ul style="list-style-type: none"> Sort money into rolls.
C. Develop meaning for percents, including percents greater than 100 and less than 1.	<ul style="list-style-type: none"> Use fractions, decimals, or percents within the context of a daily living activity. 	<ul style="list-style-type: none"> Divide an object into a specified number of parts. 		<ul style="list-style-type: none"> Divide food into a specific number of parts. Divide tasks within the classroom. Divide money between people. Divide a recipe up.

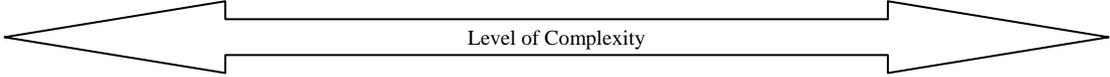
D. Use models and pictures to relate concepts of ratio proportion and percent.				
E. Use order of operations including use of parenthesis and exponents to solve multi-step problems, and verify and interpret the results.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts with daily living problems. 	<ul style="list-style-type: none"> Identify a set of objects with "more." 	<ul style="list-style-type: none"> Add prices on a grocery store list. Find change when purchasing something.
F. Apply number system properties when performing computations.	<ul style="list-style-type: none"> Add and/or subtract to solve simple problems. Compute with a calculator. Use simple multiplication or division concepts to solve real problems. 	<ul style="list-style-type: none"> Identify simple addition and subtraction concepts with daily living problems. 		
G. Apply and explain the use of prime factorizations, common factors and common multiples in problem situations.				
H. Use and analyze the steps in standard and non-standard algorithms for computing with fractions, decimals, and integers.	<ul style="list-style-type: none"> Compute with a calculator Calculate the amount of money for a daily living purchase and activities. Use fractions, decimals, or percents within the context of a daily living activity. 			<ul style="list-style-type: none"> Compute purchase with a calculator. Divide food into fractions for each student.
I. Use a variety of strategies, including proportional reasoning, to estimate compute, solve and explain solutions to problems involving integers, fractions, decimals and percents	<ul style="list-style-type: none"> Compute with a calculator Identify and write/state money amounts Use a next dollar strategy to make a purchase. Calculate the amount of money for a daily living purchase and activities. Count change in a purchase transaction. 	<ul style="list-style-type: none"> Determine a specific number of bills or coins for a routine purchase. Sort and/or identify coins and dollars for a purpose. Complete steps using money to make a purchase. Divide an object into a specified number of parts. 	<ul style="list-style-type: none"> Exchange money to make a purchase. Make a selection when presented with items of similar prices for a purchase (e.g. a book and ball each cost \$2). 	<ul style="list-style-type: none"> Grocery store Restaurant Cafeteria.

	<ul style="list-style-type: none">• Use fractions, decimals, or percents within the context of a daily living activity.			
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	MEASUREMENT			
Ohio Benchmarks Grades 5-7	Assessment Activities			Functional Curriculum
<p>A. Select appropriate units to measure angles, circumference, surface area, mass and volume, using:</p> <ul style="list-style-type: none"> • U.S. customary units (degrees, square feet, pounds, and other units as appropriate) • Metric units, square meters, kilograms and other units as appropriate. 	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities. • Select an appropriate pre-measured package based on label information. 	<ul style="list-style-type: none"> • Identify basic measurement tools. 	<ul style="list-style-type: none"> • Select a representation of a measurement concept. 	
<p>B. Convert units of length, area, volume, mass and time within the same measurement system.</p>		<ul style="list-style-type: none"> • Distinguish concepts of quantify, such as more or less, short or long, and big and small. 		
<p>C. Identify appropriate tools and apply appropriate techniques for measuring angles, perimeter or circumference and area of triangles, quadrilaterals, circles and composite shapes, and surface area and volume of prisms and cylinders.</p>				<ul style="list-style-type: none"> • Prepare Food <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence

<p>D. Select a tool and measure accurately to a specified level of precision.</p>	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tools in daily living activities. • Measure accurately in daily living activities. • Tell time on a digital or an analog clock. • Use a calendar or planner to record personal events, assignments, or schedule. • Report and interpret temperature readings. • Select an appropriate pre-measured package based on label information. • Use a calendar or planner to record personal events, assignments, or schedule. 	<ul style="list-style-type: none"> • Identify basic measurement tools. • Use measurement tools for a specific activity. • Distinguish concepts of quantity, such as more or less, short or long, and big and small. • Use a clock to match “times” with activity. 	<ul style="list-style-type: none"> • Select objects of similar size, weight and/or length. • Use a switch to state a measured amount. 	<ul style="list-style-type: none"> • Prepare food <ul style="list-style-type: none"> ○ Use measurement tools to measure ingredients in a recipe. ○ Measure height and weight using a scale and tape measure. ○ Determine if you need more ingredients in a recipe. • Functional Schedule <ul style="list-style-type: none"> ○ Follow a daily school or domestic schedule by looking at a watch or clock. • Functional Jobs <ul style="list-style-type: none"> Sort coins, silverware, dishes by matching them to their similar size, weight and or length.
<p>E. Use problem solving techniques and technology as needed to solve problems involving length, weight, perimeter, area, volume, time and temperature.</p>	<ul style="list-style-type: none"> • Measure accurately in daily living activities. • Use days, months and/or years to tell time. • Express concepts of time. • Tell time on a digital or an analog clock. • Use a calendar or planner to record personal events, assignments, or schedule. 	<ul style="list-style-type: none"> • Identify concepts of temperature. • Use a clock to match “times” with activity. • Distinguish concepts of quantity, such as more or less, short or long, and big and small. • Use a planner or schedule to follow a routine. 	<ul style="list-style-type: none"> • Select routine activities within a schedule. 	

<p>F. Analyze and explain what happens to area and perimeter or surface area and volume when the dimensions of an object are changed.</p>		<ul style="list-style-type: none"> Identify basic measurement tools (e.g., cups and measuring spoons). 	<ul style="list-style-type: none"> Select a representation of a measurement concept (e.g., temperature, size, weight). 	
<p>G. Understand and demonstrate the independence of perimeter and area for two-dimensional shapes and of surface area and volume for three-dimensional shapes.</p>				

		GEOMETRY AND SPATIAL SENSE			
Ohio Benchmarks Grades 5-7	Assessment Activities			Functional Curriculum	
	High			Low	
A. Identify and label angle parts and the regions defined within the plane where the angle resides.	<ul style="list-style-type: none"> Use a positional map, floor plan, or signs to go to a location. 	<ul style="list-style-type: none"> Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Identify different areas of the school (girls/boys bathroom, exit, library, office, nurse etc.) 	
B. Draw circles, and identify and determine the relationships among the radius, diameter, center and circumference.		<ul style="list-style-type: none"> Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> Manipulate three-dimensional objects for a purpose. Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) Recycling Crushing cans Fit objects onto a tray during lunch. Set the table Put clothes on appropriately. 	
C. Specify locations and plot ordered pairs on a coordinate plane.	<ul style="list-style-type: none"> Follow directions involving positional concepts. Use a positional map, floor plan, or signs to go to a location. Make a drawing or diagram to represent a location. 	<ul style="list-style-type: none"> Follow simple spatial directions. 	<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Get to different areas of the school (girls/boys bathroom, exit, library, office, nurse etc.) 	

<p>D. Identify, describe and classify types of line pairs, angles, two-dimensional objects using their properties.</p>	<ul style="list-style-type: none"> • Follow directions involving positional concepts. • Identify and compare two and/or three-dimensional shapes. • Sort shapes and/or objects with common and/or different attributes. 	<ul style="list-style-type: none"> • Sort objects with similar attributes. • Draw simple two-dimensional shapes. 	<ul style="list-style-type: none"> • Match simple three-dimensional objects for a purpose. • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
<p>E Use proportions to express relationships among corresponding parts of similar figures.</p>			<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
<p>F. Describe and use the concepts of congruence, similarity and symmetry to solve problems.</p>	<ul style="list-style-type: none"> • Identify and compare two and/or three-dimensional shapes. 	<ul style="list-style-type: none"> • Sort objects with similar attributes. 	<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
<p>G. Describe and use properties of triangles to solve problems involving angle measures and side lengths of right triangles.</p>			<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans

				<ul style="list-style-type: none"> • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
H. Predict and describe results (size, position, orientation) of transformations of two-dimensional figures.			<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
I. Identify and draw three-dimensional objects from different views (top, side, front and perspective).	<ul style="list-style-type: none"> • Identify and compare two and/or three-dimensional shapes. • Sort shapes and/or objects with common and/or different attributes. • Assemble an object using a diagram or template. 	<ul style="list-style-type: none"> • Sort objects with similar attributes. • Draw simple two-dimensional shapes. 	<ul style="list-style-type: none"> • Manipulate three-dimensional objects for a purpose. • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Stock objects in a school job (water in a cooler, books on a shelf, objects into a box, etc.) • Recycling • Crushing cans • Fit objects onto a tray during lunch. • Set the table • Put clothes on appropriately. • Put cooking utensils away in correct locations.
J. Apply properties of equality and proportionality to solve problems involving congruent or similar figures; e.g. create a scale drawing.	<ul style="list-style-type: none"> • Assemble an object using a diagram or template. 	<ul style="list-style-type: none"> • Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> • Select a geometric figure in the context of an activity (e.g., from among different shapes, sizes or three-dimensional forms). • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Identify different areas of the school (girls/boys bathroom, exit, library, office, nurse etc.) • Select proper eating utensil while eating.

		PATTERNS, FUNCTIONS AND ALGEBRA			
Ohio Benchmarks Grades 5-7	Assessment Activities			Functional Curriculum	
	High				Low
A. Describe, extend and determine the rule for patterns and relationships occurring in numeric patterns, computation, geometry, graphs and other applications.	<ul style="list-style-type: none"> • Reproduce a pattern using objects. 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different. • Identify and/or extend a pattern for an extended purpose (e.g. collating, setting the table). 	<ul style="list-style-type: none"> • Imitate a pattern of facial expressions, vocalizations and/or speech sounds. • Use a switch to participate in a patterned activity. 	<ul style="list-style-type: none"> • Show appropriate facial expressions at appropriate times. • Set the table • Organizing papers or objects 	
B. Represent, analyze and generalize a variety of patterns and functions with tables, graphs, words and symbolic rules.	<ul style="list-style-type: none"> • Create a simple graph to display information. • Assemble an object following a pattern or set of directions. 	<ul style="list-style-type: none"> • Create a chart showing a pattern (e.g. weather or attendance chart). 	<ul style="list-style-type: none"> • Make a selection among scheduled or routine events. • Use a switch to participate in a patterned activity. • Select pictures or symbols for a chart that shows a pattern (e.g. music and art classes on certain days). 	<ul style="list-style-type: none"> • Select an activity from a chalkboard. • Graphing attendance, birthdays, weather, etc... • Following a picture schedule. • Make a lunch choice. • Chart length of time to complete a task over a period of time. • Make a daily schedule. 	
C. Use variables to create and solve equations and inequalities representing problem situations	<ul style="list-style-type: none"> • Use visual representations to represent and/or solve a problem. 		<ul style="list-style-type: none"> • Use a switch to participate in a patterned activity. 	<ul style="list-style-type: none"> • Select an activity from a chalkboard. • Graphing attendance, birthdays, weather, etc... • Following a picture schedule. • Make a lunch choice. • Chart length of time to complete a task over a period of time. • Make a daily schedule 	

<p>D. Use symbolic algebra to represent and explain mathematical relationships.</p>				<ul style="list-style-type: none"> • Select an activity from a chalkboard. • Graphing attendance, birthdays, weather, etc... • Following a picture schedule. • Make a lunch choice. • Chart length of time to complete a task over a period of time. • Make a daily schedule
<p>E. Use rules and variables to describe patterns, functions and other relationships.</p>	<ul style="list-style-type: none"> • Reproduce a pattern using objects. • Use visual representations to represent and/or solve a problem. 		<ul style="list-style-type: none"> • Use a switch to participate in a patterned activity. 	<ul style="list-style-type: none"> • Select an activity from a chalkboard. • Graphing attendance, birthdays, weather, etc... • Following a picture schedule. • Make a lunch choice. • Chart length of time to complete a task over a period of time. • Make a daily schedule
<p>F. Use representations, such as tables, graphs and equations, to model situations and to solve problems, especially those that involve linear relationships.</p>	<ul style="list-style-type: none"> • Create a simple graph to display information. • Follow the pattern of a template to complete a task. • Assemble an object following a pattern or set of directions. 	<ul style="list-style-type: none"> • Create a chart showing a pattern (e.g. weather or attendance chart). 	<ul style="list-style-type: none"> • Make a selection among scheduled or routine events. • Use a switch to participate in a patterned activity. • Select pictures or symbols for a chart that shows a pattern (e.g. music and art classes on certain days). 	<ul style="list-style-type: none"> • Pick an activity from a chose board. • Graphing attendance, birthdays, weather, etc... • Following a picture schedule. • Choose a lunch • Chart length of time to complete a task over a period of time. • Make a daily schedule.
<p>G. Write simplify and evaluate algebraic expressions.</p>				
<p>H. Solve linear equations and inequalities symbolically, graphically and numerically.</p>				

I. Explain how inverse operations are used to solve linear equations.				
J. Use formulas in problem-solving situations.	<ul style="list-style-type: none"> Use visual representations to represent and/or solve a problem. 	<ul style="list-style-type: none"> Identify and/or extend a pattern for an extended purpose (e.g. collating, setting the table). Take own turn within a pattern activity. Use a picture sequence to complete a routine task. 		<ul style="list-style-type: none"> Set the table Organizing papers or objects Take a turn during a game. Follow a schedule to know what days to complete jobs. Follow a picture/word schedule
K. Graph linear equations and inequalities.				
L. Analyze functional relationships, and explain how a change in one quantity results in a change in other.	<ul style="list-style-type: none"> Create a simple graph to display information. 		<ul style="list-style-type: none"> Use a switch to participate in a patterned activity. 	<ul style="list-style-type: none"> Set the table Organizing papers or objects Take a turn during a game. Follow a schedule to know what days to complete jobs. Follow a picture/word schedule
M. Approximate and interpret rates of change from graphical and numerical data.	<ul style="list-style-type: none"> Create a simple graph to display information. 		<ul style="list-style-type: none"> Use a switch to participate in a patterned activity. 	<ul style="list-style-type: none"> Set the table Organizing papers or objects Take a turn during a game. Follow a schedule to know what days to complete jobs. Follow a picture/word schedule.

		DATA ANALYSIS AND PROBABILITY				
Ohio Benchmarks Grades 5-7	Assessment Activities				Functional Curriculum	
	High			Low		
B. Read, create and use line graphs, histograms, circle graphs, box-and whisker-plats, stem-and leaf plats, and other representations when appropriate.	<ul style="list-style-type: none"> • Gather and record data using tables, charts and/or graphs. • Compare data in tables, charts and/or graphs. • Record data over time. • Create simple graphs to display information. 	<ul style="list-style-type: none"> • Use tables, charts and/or graphs to locate information in daily activities. • Create a chart of information using pictures or symbols. 	<ul style="list-style-type: none"> • Use a switch or motor response to participate in data gathering. • Make a selection in response to a data gathering question. • Select pictures or symbols for a chart that represents information. 	<ul style="list-style-type: none"> • Record weather using a chart. • Locate classroom job on a chart. • Create a daily schedule using pictures. 		
B. Interpret data by looking for patterns and relationships, draw and justify conclusions, and answer related questions.	<ul style="list-style-type: none"> • Compare data in tables, charts and/or graphs. • Record data over time. • Solve a problem or answer questions using data from a chart of graph. 	<ul style="list-style-type: none"> • Explain simple graphs or tables. 	<ul style="list-style-type: none"> • Organize objects for a purpose. 	<ul style="list-style-type: none"> • Record height and weight over time. • Organize functional objects. 		
C. Evaluate interpretations and conclusions as additional data are collected, modify conclusions and predictions, and justify new findings.	<ul style="list-style-type: none"> • Make predictions about daily events and observe and discuss outcomes. • Identify events as possible/impossible or likely/likely to occur. • Solve a problem or answer questions using data from a chart of graph. • Create simple graphs to display information. 	<ul style="list-style-type: none"> • Predict the next event in a routine. 		<ul style="list-style-type: none"> • Make predictions about the weather. • Understand cause and effect. • Predict what to do in social situations. 		

<p>D. Compare increasingly complex displays of data, such as multiple sets of data on the same graph.</p>				
<p>E. Collect, organize, display and interpret data for a specific purpose or need.</p>	<ul style="list-style-type: none"> • Gather and record data using tables, charts and/or graphs. • Compare data in tables, charts and/or graphs. • Record data over time. • Identify events as possible/impossible or likely/unlikely to occur. • Solve a problem or answer questions using data from a chart or graph. 	<ul style="list-style-type: none"> • Explain simple graphs or tables. • Ask a survey question and record responses. • Create a chart of information using pictures or symbols. 	<ul style="list-style-type: none"> • Organize objects for a purpose. • Use a switch or motor response to participate in data gathering. • Make a selection in response to a data gathering question. • Select pictures or symbols for a chart that represents information. 	<ul style="list-style-type: none"> • Record classroom attendance. • Organize functional objects.

FUNCTIONAL CURRICULUM

GRADES 8 - 12

MATHEMATICS

		NUMBER, NUMBER SENSE AND OPERATIONS				
Ohio Benchmarks Grades 8-12		Assessment Activities			Functional Curriculum	
		High			Low	
A. Use subsets and the real number system.		<ul style="list-style-type: none"> Identify numbers to a specific place value. Write numbers to a specific place value. Identify and write/state money amounts. Use a next dollar strategy to make a purchase. Calculate the amount of money for a daily living purchase and activities. Count change in a purchase transaction. 	<ul style="list-style-type: none"> Identify less than, more than, and/or least. Show that equal means "the same as." Count objects to a given number. Determine a specific number of bills or coins for a routine purchase. Sort and/or identify coins and dollars for a purpose. Complete steps using money to make a purchase. 	<ul style="list-style-type: none"> Count objects in context of a daily living activity. Use a switch to count. Select numbers within the context of a daily living activity. Identify a set of objects with "more". Exchange money to make a purchase 	<ul style="list-style-type: none"> Use telephone skills <ul style="list-style-type: none"> Operate a payphone Demonstrate responsibility involving living in a home <ul style="list-style-type: none"> Demonstrate an understanding of the financial responsibility associated with housing. Learn academics relating to domestic skills <ul style="list-style-type: none"> Identify numbers. Count objects. One-to-one correspondence. Demonstrate skills in managing money independently. <ul style="list-style-type: none"> Identify coins and dollar bills and add coins and give change with and without calculator up to \$20.00. Develop and demonstrate production skills. <ul style="list-style-type: none"> Develop retailer skills – cashier, make change. The student will attend movies, bowling, ice skating, roller skating, sled riding, swimming, miniature golf, renting movies library, mall, Special Olympics. <ul style="list-style-type: none"> Use transportation necessary to attend events. <ul style="list-style-type: none"> Use Bus –pay appropriate fare. Purchase tickets to event. 	

				- Rent appropriate equipment.
B. Identify subsets of the real number system.				
C. Apply properties of operations and the real number system and justify when they hold for a set of numbers.	<ul style="list-style-type: none"> • Add and/or subtract to solve simple problems. • Compute with a calculator. 	<ul style="list-style-type: none"> • Identify simple addition and subtraction concepts within daily living problems. 		<ul style="list-style-type: none"> • Demonstrate budgeting skills. <ul style="list-style-type: none"> ○ Determine fixed monthly expenses. ○ Subtract fixed monthly expense from net income. ○ Pay bills. ○ Prioritize needs vs. luxuries. ○ Set money aside for needed/desired items. • Develop and demonstrate production skills. <ul style="list-style-type: none"> ○ Develop measuring skills
D. Connect physical, verbal, and symbolic representations of integers, rational numbers, and irrational numbers.	<ul style="list-style-type: none"> • Identify numbers to a specific place value. • Write numbers to a specific place value. 	<ul style="list-style-type: none"> • Identify less than, more than, and/or least. • Show that equal means “the same as.” • Count objects to a given number. 	<ul style="list-style-type: none"> • Count objects in context of a daily living activity. • Use a switch to count. • Select numbers within the context of a daily living activity. 	<ul style="list-style-type: none"> • Demonstrate independence in meal preparation. <ul style="list-style-type: none"> ○ Demonstrate appropriate shopping skills. • Prepare food. <ul style="list-style-type: none"> ○ Use measurement tools: identify full, not full, empty, half. ○ Monitor food when cooking: use timing devices. ○ Set tables appropriately: determine number of place settings needed and position appropriately. • Complete cafeteria/lunch routine

				<p>appropriately and in a timely manner.</p> <ul style="list-style-type: none"> ○ Pay for lunch purchase. • Learn dressing skills. <ul style="list-style-type: none"> ○ Identify own clothing sizes. • The student will learn academics relating to domestic skills. <ul style="list-style-type: none"> ○ Tell time to hour, ½ hour, ¼ hour, minute, 5 minute. ○ Count money. ○ Calendar skills.
E. Compare, order, and determine equivalent forms of real numbers.	<ul style="list-style-type: none"> • Identify and write/state money amounts. 		<ul style="list-style-type: none"> • Count objects in context of a daily living activity. • Identify a set of objects with “more”. • Exchange money to make a purchase. • Make a selection when presented with items of similar prices for a purchase (e.g. a book and ball each cost \$2) 	<ul style="list-style-type: none"> • Use the grocery store in the community. <ul style="list-style-type: none"> ○ Pay for order. • Use a sit-down restaurant in the community. <ul style="list-style-type: none"> ○ Pay for order. ○ Leave server an appropriate tip. • Use a vending machine. • Use a library. <ul style="list-style-type: none"> ○ Follow procedures for renewing books and paying fines. • Demonstrate skills in managing money independently. <ul style="list-style-type: none"> ○ Understand the concept of working for money.
F. Explain the effects of operations on the magnitude of quantities.				
G. Estimate, compute, and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions,	<ul style="list-style-type: none"> • Add and/or subtract to solve simple problems. • Compute with a calculator. • Use a next dollar strategy to make a purchase. • Calculate the amount of money for a daily living purchase and 	<ul style="list-style-type: none"> • Identify simple addition and subtraction concepts within daily living problems. • Divide an object into a specified number of parts. 	<ul style="list-style-type: none"> • Identify a set of objects with “more”. 	<ul style="list-style-type: none"> • Demonstrate independence in meal planning. <ul style="list-style-type: none"> ○ Select appropriate portions. • Prepare food. <ul style="list-style-type: none"> ○ Gather necessary ingredients, supplies and utensils for a given recipe.

	<p>activities.</p> <ul style="list-style-type: none"> • Count change in a purchase transaction. • Use fractions, decimal, or percents within the context of a daily living activity. • Use simple multiplication or division concepts to solve real problems. 			<ul style="list-style-type: none"> ○ Prepare food combinations. ○ Monitor food when cooking. ○ Allow enough time for food preparation. ○ Allow enough time for food to cool. • Eat using appropriate etiquette. • Use appropriate quantity of condiments. • Pour liquids. • Eat at an acceptable rate. Clean up after meals. <ul style="list-style-type: none"> ○ Use appropriate dish washing materials and amounts. • Care for clothes. <ul style="list-style-type: none"> ○ Measure laundry product according to directions. ○ Operating washing machine by identifying and selecting water temperature, correct cycle and load size, insert coins when needed. ○ Operate dryer by identifying and selecting heat temperature, correct cycle and load size. • Learn academics relating to domestic skills. <ul style="list-style-type: none"> ○ Measurement. ○ Quantity. ○ Directional.
<p>H. Find the square root of percent squares, and approximate the square root of non-perfect squares.</p>				

I. Estimate, compute, and solve problems involving scientific notation, square roots, and numbers with integer exponents.				
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	MEASUREMENT			
Ohio Benchmarks Grades 8-12	Assessment Activities			Functional Curriculum
	High			Low
A. Solve increasingly complex non-routine measurement problems and check for reasonableness of results.	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tool in daily living activities. • Measure accurately in daily living activities. • Select an appropriate pre-measured package based on label information (e.g. 8oz can of tomatoes, ½ gallon of milk). 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g. cups and measuring spoons). • Use measurement tools for a specific activity. 	<ul style="list-style-type: none"> • Select a representation of a measurement concept (e.g. temperature, size, weight) • Use a switch to state a measured amount. 	<ul style="list-style-type: none"> • Demonstrate independence in meal planning. <ul style="list-style-type: none"> ○ Use measurement tools. ○ Identify tool needed for quantity needed.
B. Use formulas to find surface area and volume for specified three-dimensional objects accurate to a specific level of precision.				
C. Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.				
D. Use proportional reasoning and apply indirect measuring techniques, including right triangle trigonometry and properties of similar triangles to solve problems				

involving measurements and rates.				
E. Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tool in daily living activities. • Measure accurately in daily living activities. 	<ul style="list-style-type: none"> • Identify basic measurement tools (e.g. cups and measuring spoons). • Distinguish concepts of quantity, such as more/less, short/long, and big/small. 	<ul style="list-style-type: none"> • Select objects of similar size, weight, and/or length. • Use a switch to state a measured amount. 	
F. Write and solve real-world, multi step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.	<ul style="list-style-type: none"> • Select appropriate measurement units and/or tool in daily living activities. • Measure accurately in daily living activities. • Use days, month, and/or years to tell time. • Express concepts of time (e.g. before/after, today/tomorrow). • Tell time on a digital or analog clock. • Use a calendar or planner to record personal events, assignments, or schedule. <p>Report and interpret temperature readings (e.g. tell what type of clothing to wear).</p>	<ul style="list-style-type: none"> • Use measurement tools for a specific activity. • Identify concepts of temperature (e.g. hot, warm, cold). • Use a clock to match “times” with activity (e.g. 9:00-music, 12:00-lunch). <p>Use a calendar, planner, or schedule to follow a routine.</p>	<ul style="list-style-type: none"> • Select routine activities within a schedule. • Use a switch to state a measured amount. 	

		GEOMETRY				
Ohio Benchmarks Grades 8-12		Assessment Activities			Functional Curriculum	
		High			Low	
A. Formally define geometric figures.	<ul style="list-style-type: none"> Sort shapes and/or objects with common and/or different attributes. Identify and compare two and/or three-dimensional shapes. 	<ul style="list-style-type: none"> Sort objects with similar attributes. Draw simple two-dimensional shapes. 	<ul style="list-style-type: none"> Match simple three-dimensional objects for a purpose. Select a geometric figure in the context of an activity (from among different shapes, sizes, or three-dimensional forms). Manipulate three-dimensional objects for a purpose. <ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> Improve grooming skills. <ul style="list-style-type: none"> Independently care for hair. Independently care for nose. Independently care for mouth/teeth. Independently care for shaving Independently care for use of deodorant. Independently care for nails. Independently care for skin care. Use telephone skills. <ul style="list-style-type: none"> Pick up and put down receiver. Recognize and respond to the ring of the phone. Prepare food. <ul style="list-style-type: none"> Use safety utensils (hot pads, holders). Set tables appropriately. <ul style="list-style-type: none"> Clean eating area. 		
B. Describe and apply the properties of similar and congruent figures; and justify conjectures involving similarity and congruence.				<ul style="list-style-type: none"> Use a switch or active motor response to participate in a geometry activity. 		

<p>C. Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines, and parallel lines.</p>	<ul style="list-style-type: none"> • Follow directions involving positional concepts. • Use a positional map, floor plan, or signs to go to a location. • Make a drawing or diagram to represent a location. 	<ul style="list-style-type: none"> • Follow simple spatial directions. 	<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	
<p>D. Use coordinate geometry to represent and examine the properties of geometric figures.</p>	<ul style="list-style-type: none"> • Sort shapes and/or objects with common and/or different attributes. • Identify and compare two and/or three-dimensional shapes. 	<ul style="list-style-type: none"> • Sort objects with similar attributes. 	<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Clean up after meals. <ul style="list-style-type: none"> ○ Put dishes away. ○ Put silverware away. ○ Put left over food in appropriate containers and store. • Complete cafeteria routine in a timely manner. <ul style="list-style-type: none"> ○ Wait in line. ○ Take the tray to the appropriate place when finished eating. • Learn safety at home. <ul style="list-style-type: none"> ○ Handle and store sharp items appropriately. ○ Demonstrate appropriate use of lock and key.
<p>E. Draw and construct representations of two and three-dimensional geometric objects using a variety of tools, such as straightedge, compass, and technology.</p>	<ul style="list-style-type: none"> • Identify and compare two and/or three-dimensional shapes. • Assemble an object using a diagram or template. 	<ul style="list-style-type: none"> • Follow simple spatial directions. • Draw simple two-dimensional shapes. 	<ul style="list-style-type: none"> • Manipulate three-dimensional objects for a purpose. • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Learn housekeeping skills. <ul style="list-style-type: none"> ○ Gather cleaning materials. ○ Straighten area. ○ Dust. ○ Vacuum. ○ Make beds. ○ Empty trash. • Learn safety. <ul style="list-style-type: none"> ○ Use and store cleaning solutions safely in appropriate place. ○ Routinely clean and rid refrigerator of unused leftovers and spoiled food.

<p>F. Represent and model transformations in a coordinate plane and describe the results.</p>	<ul style="list-style-type: none"> • Follow directions involving positional concepts. • Use a positional map, floor plan, or signs to go to a location. 	<ul style="list-style-type: none"> • Follow simple spatial directions. • Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Learn dressing skills. <ul style="list-style-type: none"> ○ Dress and undress self. • Care for clothes. <ul style="list-style-type: none"> ○ Use hangers/hooks appropriately. ○ Fold various clothing items. ○ Sort clothing by type and organize in storage drawers and closets.
<p>G. Prove or disprove conjectures or solve problems involving two- and three- dimensional objects represented within a coordinate system.</p>	<ul style="list-style-type: none"> • Follow directions involving positional concepts. • Use a positional map, floor plan, or signs to go to a location. 	<ul style="list-style-type: none"> • Identify and/or name one or more designated areas in the environment for a purpose. 	<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	<ul style="list-style-type: none"> • Demonstrate safety in the community. <ul style="list-style-type: none"> ○ Walk on sidewalks vs. grass, yards or streets. • Walk beside other persons. • Operate a water fountain. • Demonstrate pedestrian safety when crossing streets. • Use the grocery store in the community. <ul style="list-style-type: none"> • Choose groceries/wait in line. • Use shopping cart appropriately. • Use fast-food restaurant in the community. <ul style="list-style-type: none"> • Wait in line. • Collect necessary items (utensils, condiments). • Choose seating and sit down. • Dispose of garbage. • Prepare to exit restaurant by collecting personal belongings. • Use a sit-down restaurant in the community. <ul style="list-style-type: none"> ○ Identify and enter restaurant. ○ Wait to be seated. ○ Prepare for exiting by gathering all belongings. ▪ Use an escalator or elevator properly. ▪ Develop and demonstrate production skills. <ul style="list-style-type: none"> ○ Develop office skills. <ul style="list-style-type: none"> - Use stapler, paper clips, etc.

				<ul style="list-style-type: none"> ○ Use office machines. <ul style="list-style-type: none"> - Pencil sharpener, computer, copy machine, keyboard.
H. Establish the validity of conjectures about geometric objects, their properties, and relationships by counter-example, inductive and deductive reasoning, and critiquing arguments made by others.			<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	
I. Use right triangle trigonometric relationships to determine lengths and angle measurements.			<ul style="list-style-type: none"> • Use a switch or active motor response to participate in a geometry activity. 	

		PATTERNS, FUNCTIONS AND ALGEBRA			
Ohio Benchmarks Grades 8 - 12	Assessment Activities			Functional Curriculum	
	High				Low
B. Generalize and explain patterns and sequences in order to find the next term and the n^{th} term.	<ul style="list-style-type: none"> • Reproduce a pattern using objects. 	<ul style="list-style-type: none"> • Identify how objects are alike and/or different. • Identify and/or extend a pattern for an extended purpose (e.g. collating, setting the table). • Take own turn within a patterned activity. 	<ul style="list-style-type: none"> • Imitate a pattern of facial expressions, vocalizations and/or speech sounds. • Select pictures or symbols for a chart that shows a pattern (music and art class). • Make a selection among scheduled or routing events. 	<ul style="list-style-type: none"> • Participate in an assembly line production. • Participate in vocational training (i.e., assembling binders, collating mail). • Participate in daily living activities (sort laundry, sort silverware). • Participate age appropriate skills (play board games or card games). 	
B. Identify and classify functions as linear or non-linear and contrast their properties using tables graphs or equations.					
C. Translate information from one representation (words, table, graph or equation) to another representation of a relation or function).	<ul style="list-style-type: none"> • Use visual representations to represent and/or solve a problem. 	<ul style="list-style-type: none"> • Create a chart showing a pattern (weather or attendance chart). 	<ul style="list-style-type: none"> • Select pictures or symbols for a chart that shows a pattern. 	<ul style="list-style-type: none"> • Chart weather and choose clothing and activities accordingly. • Chart days and hours worked and predict pay expected. 	

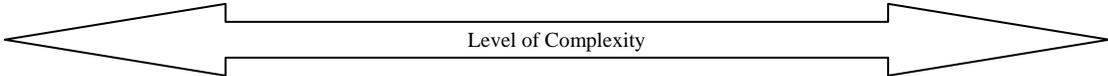
D. Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.

- Follow the pattern of a template to complete a task.
- Assemble an object following a pattern or set of directions.
- Create a simple graph to display information.

- Use a picture sequence to complete a routine task.



- Participate in vocational training (assembling piece work tht follows a specific pattern).
- Follow a list while shopping.
- Create a weekly chart for household tasks.
- Plan a party or other social event.

		DATA ANALYSIS AND PROBABILITY					
Ohio Benchmarks Grades 8-12		Assessment Activities			Functional Curriculum		
		High	 Level of Complexity		Low		
<p>A. Create, interpret and use graphical displays and statistical measures to describe data.</p>		<ul style="list-style-type: none"> • Create simple graphs to display information. • Gather and record data using tables, charts and/or graphs. • Solve a problem or answer questions using data from a chart or graph. • Record data over time. 	<ul style="list-style-type: none"> • Ask a survey question and record responses. • Create a chart of information using pictures or symbols. • Explain simple graphs or tables. • Sign tables or charts to locate information in daily activities. 	<ul style="list-style-type: none"> • Organize objects for a purpose. • Select pictures or symbol for a chart tht represents information. • Make a selection in response to a data gathering question. 	<ul style="list-style-type: none"> • Demonstrate independence in caring for own health. <ul style="list-style-type: none"> ○ Take daily medications at the appropriate time. ○ Report to doctor or dentist appointments as scheduled. ○ Record own medical history on calendar or chart. • Demonstrate independence in meal planning. <ul style="list-style-type: none"> ○ Select appropriate portions. ○ Plan a well balanced meal. ○ Set the table for the appropriate amount of people. ○ Change measurements in recipe according to a larger or smaller group. • Learn housekeeping skills. <ul style="list-style-type: none"> ○ Develop a housekeeping routine. ○ Follow directions to wash clothes. ○ Follow directions to dry clothes. ○ Use a calendar for the purpose of daily schedules and events. • Demonstrate independence in the community. <ul style="list-style-type: none"> ○ Order a meal at a restaurant. ○ Use the post office. 		

<p>B. Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.</p>	<ul style="list-style-type: none"> • Compare data in tables, charts, or graphs. 	<ul style="list-style-type: none"> • Explain simple graphs or tables. • Use tables, charts or graphs to locate information in daily activities. 		<ul style="list-style-type: none"> • Demonstrate the ability to live semi-independently. <ul style="list-style-type: none"> ○ Make a grocery list. ○ Use store advertisements to comparison shop. ○ Use a phone book. • Develop and demonstrate production skills. <ul style="list-style-type: none"> ○ Arrive to work on time. ○ Match and sort items. ○ Develop inspecting skills. ○ File. ○ Collage. ○ Stock shelves. • Develop janitorial skills. <ul style="list-style-type: none"> ○ Complete work by following a task checklist. • Develop and demonstrate ability to interact with others socially. <ul style="list-style-type: none"> ○ Follow a bus schedule. ○ Make arrangements to meet friends for a social event. ○ Read the newspaper to locate information regarding entertainment.
<p>C. Construct convincing arguments based on analysis of data and interpretation of graphs.</p>	<ul style="list-style-type: none"> • Compare data in tables, charts or graphs. • Make predictions about daily events and observe and discuss outcomes. • Survey materials list to determine what is needed for a specific task. 		<ul style="list-style-type: none"> • Make a selection in response to a data gathering question. 	<ul style="list-style-type: none"> • Develop and demonstrate appropriate social skills. <ul style="list-style-type: none"> ○ Invite a friend to participate in an activity. ○ Set up a table game according to game instructions. ○ Appropriately converse with others. • Develop independence in vocational skills.

				<ul style="list-style-type: none">○ Independently arrange work station.○ Problem solve when materials are incorrect or missing.○ Stock office supplies.○ Complete all work before leaving the area.
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FUNCTIONAL CURRICULUM

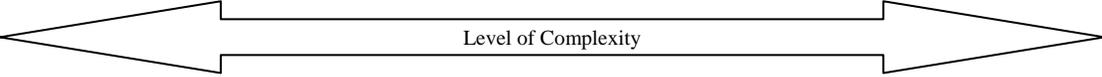
GRADES K – 12

SCIENCE

FUNCTIONAL CURRICULUM

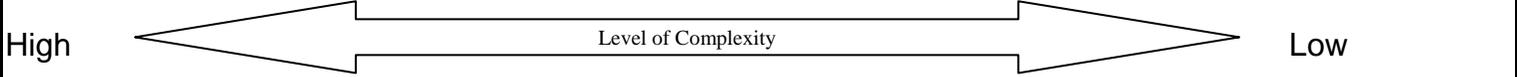
GRADES K – 2

SCIENCE

		EARTH AND SPACE SCIENCES				
Ohio Benchmarks Grades K–2		Assessment Activities		Functional Curriculum		
		High		Low		
A. Observe constant and changing patterns of objects in the day and night sky.	<ul style="list-style-type: none"> Not currently assessed on the Ohio Alternate Assessment 				<ul style="list-style-type: none"> Chart weather Seasons Differences between night and day. 	
B. Explain that living things cause changes on Earth.					<ul style="list-style-type: none"> Plant flowers 	
C. Observe, describe and measure changes in the weather, both long term and short term.					<ul style="list-style-type: none"> Chart weather. 	
D. Describe what resources are and recognize some are limited but can be extended through recycling or decreased use.					<ul style="list-style-type: none"> Recycle Reuse objects to make other things. 	

	LIFESCIENCES				
Ohio Benchmarks Grades K-2	Assessment Activities				Functional Curriculum
	High			Low	
A. Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things.	<ul style="list-style-type: none"> • Not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> • Identify family members • Take care of a plant or animal • Use the bathroom • Wash hands • Put appropriate clothes on. • Independently care for hair • Independently care for mouth/teeth • Eat a healthy diet
B. Explain how organisms function and interact with their physical environment.					<ul style="list-style-type: none"> • Observe planets and animals in their environments. • Clean up after themselves • Recycle • Use inside/outside voices
C. Describe similarities and differences that exist among individuals of the same kind of plants and animals.					<ul style="list-style-type: none"> • Respect others' space • Demonstrate good listening skills • Compliment others when appropriate • Treat others equally • Play group games • Ask another student to join a group • Act appropriately to other people i.e. when someone: <ul style="list-style-type: none"> ○ Teases them, ○ Says no to them

				<ul style="list-style-type: none">○ Says something that hurts their feelings○ When they are jealous○ When they are angry● Respect others' property
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	PHYSICAL SCIENCES				
Ohio Benchmarks Grades K-2	Assessment Activities 				Functional Curriculum
A. Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Identify body parts Be familiar with the parts of a house and household furnishings and fixtures
B. Recognize that light, sound and objects move in different ways.					
C. Recognize sources of energy and their uses.					<ul style="list-style-type: none"> Properly use batteries, electrical outlets, and household appliances in a safe manner

		SCIENCE AND TECHNOLOGY					
Ohio Benchmarks Grades K-2		Assessment Activities		Functional Curriculum			
		High			Low		
A. Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment.		<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Make a healthy meal. Follow safety rules 	
B. Explain that to construct something requires planning communication, problem solving and tools.						<ul style="list-style-type: none"> Work together to build a project. Work together to use building blocks to construct a structure. 	

	SCIENTIFIC WAYS OF KNOWING				
Ohio Benchmarks Grades K-2	Assessment Activities High ← Level of Complexity → Low				Functional Curriculum
A. Recognize that there are different ways to carry out scientific investigations. Realize that investigations can be repeated under the same conditions with similar result and may have different explanations.	<ul style="list-style-type: none"> • This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> • Respecting others decisions. • Respect differences in others. 	
B. Recognize the importance of respect for all living things.				<ul style="list-style-type: none"> • Take care of a classroom pet or plant. • Respect others' space. • Keep hands and keep to themselves • Respect differences in others. 	
C. Recognize that diverse groups of people contribute to our understanding of the natural world.				<ul style="list-style-type: none"> • Respect differences of others. 	

FUNCTIONAL CURRICULUM

GRADES 3 - 5

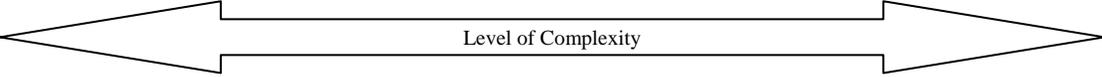
SCIENCE

		EARTH AND SPACE SCIENCES				
Ohio Benchmarks Grades 3-5	Assessment Activities				Functional Curriculum	
	High			Low		
A. Explain the characteristics, cycles and patterns involving Earth and its place in the solar system.	<ul style="list-style-type: none"> Differentiate patterns in nature (e.g., day/night; seasons). Compare earth, sun, moon, or other planets of the universe. Retell past or present issues related to Earth/space science. (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Differentiate concepts related to day/night. Identify the earth, sun, and moon, or other planets of the universe. Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day Select clothing based on weather/season, day/night. Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Organize a picnic Indoor or outdoor recess based on the weather. Dress appropriately for the weather. Decide whether to wear sunglasses. Follow fire and tornado procedures. 		
B. Summarize the processes that shape Earth's surface and describe evidence of those processes.	<ul style="list-style-type: none"> Identify and describe landforms and/or weather using a map. Retell past or present issues related to Earth/space science. (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Organize a picnic Indoor or outdoor recess based on the weather. Dress appropriately for the weather. Decide whether to wear sunglasses. 		
C. Describe Earth's resources including rocks, soil, water, air, animals and plants and the ways in which they can be conserved.	<ul style="list-style-type: none"> Apply conservation strategies, such as recycling. Report on outcomes of major weather or geologic events. Retell past or present issues related to Earth/space science. (e.g., man on the moon, big bang). Identify and describe landforms 	<ul style="list-style-type: none"> Sort recyclable objects by like characteristics. Sort or categorize rocks by like characteristics. Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day Contribute to a recycling project. Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Recycle Crush cans Follow fire and tornado procedures. 		

	and/or weather using a map.			
D. Analyze weather and changes that occur over a period of time.	<ul style="list-style-type: none"> • Describe or illustrate weather conditions. • Analyze changes in weather over time. • Described or illustrate ways we respond to weather phenomena (e.g., storms, tornadoes, floods). • Retell past or present issues related to Earth/space science. (e.g., man on the moon, big bang). • Report on outcomes of major weather or geologic events. • Identify and describe landforms and/or weather using a map. 	<ul style="list-style-type: none"> • Associate pictures with weather concepts. • Follow a sequence of safety procedures related to weather phenomena. • Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). • Identify clothing appropriate to weather conditions. • Identify vocabulary related to weather, Earth, and/or space 	<ul style="list-style-type: none"> • Select activity based on weather or season, time of day. • Select clothing based on weather/season, day/night. • Use a switch to report on an Earth Science activity. • Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> • Organize a picnic • Indoor or outdoor recess based on the weather. • Dress appropriately for the weather. • Decide whether to wear sunglasses. • Follow fire and tornado procedures.

		LIFE SCIENCES				
Ohio Benchmarks Grades 3-5	Assessment Activities			Functional Curriculum		
	High				Low	
A. Differentiate between the life cycles of different plants and animals.	<ul style="list-style-type: none"> • Describe or illustrate the life cycle of a plant, animal or person. • Compare characteristics of adults and offspring. • Observe and record growth and development of plants or animals over time. 	<ul style="list-style-type: none"> • Identify stages of development in human life (e.g., baby, teen, adult). 	<ul style="list-style-type: none"> • Make a selection within an activity related to plants and/or animals. • Match animals with their parents. • Use a switch to participate in a life science activity. 	<ul style="list-style-type: none"> • Self care <ul style="list-style-type: none"> ○ Use deodorant ○ Care for nails ○ Care for menstrual needs ○ Identify the need for and items used to bathe ○ Independently care for nose ○ Independently use the bathroom ○ Recognize adolescent female/male changes that take place during puberty ○ Accept re-direction when engaged in inappropriate sexual behavior ○ Bathroom etiquette/privacy ○ Personal hygiene ○ Understand that one's body is private ○ Sit/stand with others keeping hands to self ○ Appropriate social etiquette ○ Understand that normal daily behaviors do not need to be curtailed • Water a plant • Feed a pet 		

<p>B. Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.</p>	<ul style="list-style-type: none"> • Compare characteristics of adults and offspring. • Observe and record growth and development of plants or animals over time. • Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). • Explain or illustrate how living things obtain food, water, air and light to grow. • Compare animals living today with extinct animals. • Use the food pyramid or other resource to plan a healthy meal. • Compare habitats and foods of different animals and people. 	<ul style="list-style-type: none"> • Distinguish living and non-living things. • Sort people, plants or animals by identified characteristics. • Care for a plant or animal. • Identify components of a healthy meal. 	<ul style="list-style-type: none"> • Make a selection within an activity related to plants and/or animals. • Assist in meal preparation. • Use a switch to participate in a life science activity. • Make a selection for food or drink. 	<ul style="list-style-type: none"> • Water a plant • Feed a pet • Meal preparation <ul style="list-style-type: none"> ○ Set the table ○ Cut food ○ Wash fruits and vegetables ○ Sort cooking utensils ○ Measure ingredients • Take care of a plant or animal by meeting its basic needs. • Visit the zoo • Use the food pyramid to plan a meal.
<p>C. Compare changes in an organism's ecosystem/habitat that affect its survival.</p>	<ul style="list-style-type: none"> • Observe and record growth and development of plants or animals over time. • Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). • Explain or illustrate how living things obtain food, water, air and light to grow. • Compare animals living today with extinct animals. • Compare habitats and foods of different animals and people. 	<ul style="list-style-type: none"> • Sort people, plants or animals by identified characteristics. • Match animals or plants to their habitat. 	<ul style="list-style-type: none"> • Make a selection within an activity related to plants and/or animals.* • Use a switch to participate in a life science activity.* 	<ul style="list-style-type: none"> • Measure height and weight over a period of time. • Plant a vegetable and measure its growth. • Use a food pyramid to plan a meal. • Visit the zoo

	PHYSICAL SCIENCES				
Ohio Benchmarks Grades 3-5	Assessment Activities				Functional Curriculum
	High			Low	
A. Compare the characteristics of simple physical and chemical changes.	<ul style="list-style-type: none"> • Create new material by combining two or more materials (e.g., combining ingredients from a recipe) 		<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device). 	<ul style="list-style-type: none"> • Prepare Food <ul style="list-style-type: none"> ○ Prepare a recipe to show a physical or chemical change. • Fine motor <ul style="list-style-type: none"> ○ Make different objects using clay. 	
B. Identify and describe the physical properties of matter in its various states.	<ul style="list-style-type: none"> • Classify familiar materials such as liquids, solids, or gases. • Describe or illustrate changes that occur to specific materials as the result of changes in temperature (e.g., melting butter, freezing water). • Predict a change in matter (e.g., melting, freezing, baking). 	<ul style="list-style-type: none"> • Sort objects according to specific properties (e.g., paper, plastic). 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device). 	<ul style="list-style-type: none"> • Prepare Food <ul style="list-style-type: none"> ○ Classify food as a liquid or a solid. ○ Sort silverware, pots, pans. ○ Monitor food when cooking (temp) ○ Allow enough time for food to cool. ○ Sort paper and plastics 	
C. Describe the forces that directly affect objects and their motion.	<ul style="list-style-type: none"> • Describe or illustrate an object in motion by position, direction, or speed. 	<ul style="list-style-type: none"> • Identify rules for safely moving objects (e.g., carts, wheelchair, bicycle). 	<ul style="list-style-type: none"> • Produce an action to make an object move. • Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device). • Use a switch to participate in a physical science experiment (e.g. turn on the 	<ul style="list-style-type: none"> • Transportation/Transition <ul style="list-style-type: none"> ○ Hang up personal belonging when arriving to school. Pack up personal belongings when leaving school. ○ Pushing cart in a store 	

			current, activate a battery-operated device).	<ul style="list-style-type: none"> ○ Riding a bike • Turning a light on/off. • Operating a water fountain. • Operating a mouse/keyboard. ., maneuver wheelchair to a specific location, change direction of a fan, select a cart for moving objects, use a cart in the grocery store
D. Summarize the way changes in temperature can be produced and thermal energy transferred.	<ul style="list-style-type: none"> • Describe or illustrate changes that occur to specific materials as the result of changes in temperature (e.g., melting butter, freezing water). • Predict a change in matter (e.g., melting, freezing, baking). 	<ul style="list-style-type: none"> • Use motion of objects for a purpose (e.g., maneuver wheelchair to a specific location, change direction of a fan, select a cart for moving objects, use a cart in the grocery store). 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device). 	<ul style="list-style-type: none"> • Maneuver wheelchair to a specific location, change direction of a fan, select a cart for moving objects, use a cart in the grocery store • Transportation/Transition <ul style="list-style-type: none"> ○ Hang up personal belonging when arriving to school. Pack up personal belongings when leaving school. ○ Pushing cart in a store ○ Riding a bike • Turning a light on/off. • Operating a water fountain.
E. Trace how electrical energy flows through a simple electrical circuit and describe how the electrical energy can produce thermal energy, light, sound and magnetic forces.	<ul style="list-style-type: none"> • Demonstrate safe use of electricity in daily activities. 	<ul style="list-style-type: none"> • Operate electrical appliance for a purpose (e.g., lights, microwave). • Identify safe use of electricity. 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device). • Use an environmental control device. 	<ul style="list-style-type: none"> • Operate <ul style="list-style-type: none"> ○ Computer ○ Lights ○ Microwave ○ Stove ○ Plug ○ radio

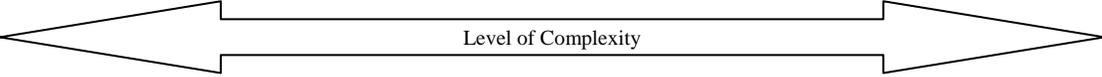
F. Describe the properties of light and sound energy.

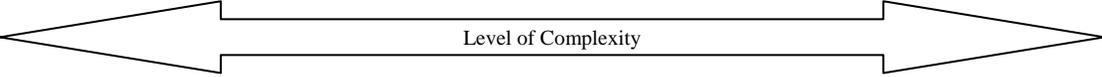
- Appropriately use items that produce sound to accomplish a specific purpose (e.g., participate in band or orchestra, make a phone call, ring a doorbell).



- Use sound to gain attention.
- Use a switch to participate in a physical science experiment (e.g. turn on the current, activate a battery-operated device).
- Show an active response to sound or light within a purposeful activity.

- Communication
 - Ask for help
 - Ask for bathroom
 - Ask for a need
 - Say excuse me
 - Make a phone call
 - State personal information
 - Cheer for a sports team

		SCIENCE AND TECHNOLOGY				
Ohio Benchmarks Grades 3-5		Assessment Activities		Functional Curriculum		
		High		Low		
A. Describe how technology affects human life.		<ul style="list-style-type: none"> Describe or illustrate technologies that have improved human life (e.g. transportation, communication). Select and use technology tools to accomplish a specific purpose. Demonstrate safe ways to use technology tools. 	<ul style="list-style-type: none"> Identify simple tools used within daily living activities (e.g., scissors, cooking utensils). Identify a problem and select a solution that uses appropriate technology. Identify rules for safe use of tools. 	<ul style="list-style-type: none"> Use technology for a purpose. 	<ul style="list-style-type: none"> Send an email Use the computer to play a game Interact in an online environment Cooking Using scissors to cut loose threads from clothing. Shred paper Vacuum Use a microwave to cook Use a timer or a clock Use a calculator Changing batteries in an electrical device Operate a radio or CD player 	

	SCIENTIFIC INQUIRY				
Ohio Benchmarks Grades 3-5	Assessment Activities			Level of Complexity	Functional Curriculum
	High		Low		
A. Use appropriate instruments safely to observe, measure and collect data when conducting a scientific investigation.	<ul style="list-style-type: none"> Ask questions that can be answered through investigation or observation. Select and use tools to solve a problem. 	<ul style="list-style-type: none"> Match tools to specific tasks. Ask questions to gain information. 	<ul style="list-style-type: none"> Use a switch to ask questions to gain information 		<ul style="list-style-type: none"> Safely use utensils when preparing food.
B. Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.	<ul style="list-style-type: none"> Analyze information from graphs or charts. Use graphs or charts to record and organize observations. Predict the result of an action. Identify a problem and test possible solutions. 	<ul style="list-style-type: none"> Construct a simple graph as data is gathered. 	<ul style="list-style-type: none"> Count items using whole numbers. Select symbols to represent data gathered for a chart or graph. 		<ul style="list-style-type: none"> Monitor food when cooking to determine when it is done.
C. Develop, design and safely conduct scientific investigations and communicate the results.	<ul style="list-style-type: none"> Report information based on the findings of an investigation or observation 	<ul style="list-style-type: none"> Report simple findings based on a chart or graph. 	<ul style="list-style-type: none"> Use a switch to report on information learned from investigation. 		

	SCIENTIFIC WAYS OF KNOWING				
Ohio Benchmarks Grades 3-5	Assessment Activities				Functional Curriculum
	High			Low	
A. Distinguish between fact and opinion and explain how ideas and conclusions change as new knowledge is gained.	<ul style="list-style-type: none"> Distinguish between fact and opinion. 	<ul style="list-style-type: none"> Identify reliable sources of information (e.g., newspapers, trusted adults, school library). 			<ul style="list-style-type: none"> Read a newspaper Use the internet to get information Use a library with supervision.
B. Describe different types of investigations and use results and data from investigations to provide the evidence to support explanations and conclusions.	<ul style="list-style-type: none"> Use a problem solving process in daily living activities. Ask questions to obtain needed information in a real-life situation. 	<ul style="list-style-type: none"> Identify reliable sources of information (e.g., newspapers, trusted adults, school library). Identify a common problem and suggest solutions. Answer who, what, where questions. 	<ul style="list-style-type: none"> Ask questions in the context of a science activity. Make a selection in response to a question. 		<ul style="list-style-type: none"> Read a newspaper Use the internet to get information Use a library with supervision. Answer personal information Ask for help
C. Explain the importance of keeping records of observations and investigations that are accurate and understandable.	<ul style="list-style-type: none"> Complete record keeping forms for a job or activity. Record data as part of a problem-solving process 	<ul style="list-style-type: none"> Report simple findings based on a chart or graph. 			<ul style="list-style-type: none"> Read a weather chart . Read an attendance chart.
D. Explain that men and women of diverse countries and cultures participate in careers in all fields of science.	<ul style="list-style-type: none"> Identify jobs people do in science. 	<ul style="list-style-type: none"> Mark a recording form to keep a personal record (e.g., hours worked, behavior, task performance). 			<ul style="list-style-type: none"> Track behavior Use a timer to track hours

FUNCTIONAL CURRICULUM

GRADES 6-8

SCIENCE

		EARTH AND SPACE SCIENCES					
Ohio Benchmarks Grades 6-8		Assessment Activities				Functional Curriculum	
		High			Low		
A. Describe how the positions and motions of the objects in the universe cause predictable and cyclic events.		<ul style="list-style-type: none"> Differentiate patterns in nature (e.g., day/night; seasons). Compare earth, sun, moon, or other planets of the universe. Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Differentiate concepts related to day/night. Identify the earth, sun, and moon, or other planets of the universe. Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day. Select clothing based on weather/season, day/night. Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Organize a picnic Celebrate holidays during different seasons Decide what to eat based on the time of day. Dress appropriately for the weather. Decide weather to wear sunglasses. Use an umbrella if needed. 		
B. Explain that the universe is composed of vast amounts of matter, most of which is at incomprehensible distances and held together by gravitational force. Describe how the universe is studied by the use of equipment such as telescopes, probes, satellites and spacecraft.		<ul style="list-style-type: none"> Compare earth, sun, moon, or other planets of the universe. Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Identify the earth, sun, and moon, or other planets of the universe. Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day. Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Chart weather for the week. Organize a picnic Celebrate holidays during different seasons Decide what to eat based on the time of day. Dress appropriately for the weather. Decide weather to wear sunglasses. Use an umbrella if needed. 		
C. Describe interactions of matter and energy throughout the lithosphere, hydrosphere and atmosphere.		<ul style="list-style-type: none"> Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). Describe or illustrate weather conditions. Analyze changes in weather 	<ul style="list-style-type: none"> Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. Associate pictures with weather concepts. 	<ul style="list-style-type: none"> Select activity based on weather or season, time of day. Select clothing based on weather/season, day/night. Contribute to a recycling project.. Use a switch to report on an Earth Science activity. 	<ul style="list-style-type: none"> Chart weather for the week. Organize a picnic Celebrate holidays during different seasons Decide what to eat based on the time of day. Dress appropriately for the weather. Decide weather to wear sunglasses. Use an umbrella if needed. 		

	<ul style="list-style-type: none"> over time. Apply conservation strategies, such as recycling. Describe or illustrate ways we respond to weather phenomena (e.g., storms, tornadoes, floods). Report on outcomes of major weather or geologic events. Identify and describe landforms and/or weather using a map. 	<ul style="list-style-type: none"> Sort recyclable objects by like characteristics. Follow a sequence of safety procedures related to weather phenomena. Identify clothing appropriate to weather conditions. Sort or categorize rocks by like characteristics. 	<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Recycle Follow fire and tornado drill procedures.
<p>D. Identify that the lithosphere contains rocks and minerals and that minerals make up rocks. Describe how rocks and minerals are formed and/or classified.</p>	<ul style="list-style-type: none"> Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. 	<ul style="list-style-type: none"> Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Chart weather for the week.
<p>E. Describe the processes that contribute to the continuous changing of Earth's surface.</p>	<ul style="list-style-type: none"> Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). Report on outcomes of major weather or geologic events. Identify and describe landforms and/or weather using a map. 	<ul style="list-style-type: none"> Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). Identify vocabulary related to weather, Earth, and/or space. 	<ul style="list-style-type: none"> Use a switch to report on an Earth Science activity. Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Chart weather for the week.

	LIFE SCIENCES		
Ohio Benchmarks Grades 6-8	Assessment Activities		Functional Curriculum
<p>A. Explain that the basic functions of organisms are carried out in cells and groups of specialized cells form tissues and organs: the combination of these cells make up multicellular organisms that have a variety of structures.</p>	<p>High</p> <ul style="list-style-type: none"> Describe or illustrate the life cycle of a plant, animal or person. Observe and record growth and development of plants or animals over time. 	<p>Level of Complexity</p>	<p>Low</p> <ul style="list-style-type: none"> Make a selection within an activity related to plants and/or animals. Use a switch to participate in a life science activity.
			<ul style="list-style-type: none"> Self care <ul style="list-style-type: none"> Use deodorant Care for nails Care for menstrual needs Identify the need for and items used to bathe Independently care for nose Independently use the bathroom Recognize adolescent female/male changes that take place during puberty Accept re-direction when engaged in inappropriate sexual behavior Bathroom etiquette/privacy Personal hygiene Understand that one's body is private Sit/stand with others keeping hands to self Appropriate social etiquette Understand that normal daily behaviors do not need to be curtailed Measure height and weight over a period of time. Plant a vegetable and measure

				its growth.
<p>B. Describe the characteristics of an organism in terms of a combination of inherited traits and recognize reproduction as a characteristic of living organisms essential to the continuation of the species.</p>	<ul style="list-style-type: none"> • Describe or illustrate the life cycle of a plant, animal or person. • Observe and record growth and development of plants or animals over time. • Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). • Explain or illustrate how living things obtain food, water, air and light to grow. • Compare characteristics of adults and offspring. • Compare habitats and foods of different animals and people 	<ul style="list-style-type: none"> • Distinguish living and non-living things. • Sort people, plants or animals by identified characteristics. • Identify stages of development in human life (e.g., baby, teen, adult). 	<ul style="list-style-type: none"> • Make a selection within an activity related to plants and/or animals. • Use a switch to participate in a life science activity. • Match animals with their parents. 	<ul style="list-style-type: none"> • Self care <ul style="list-style-type: none"> ○ Use deodorant ○ Care for nails ○ Care for menstrual needs ○ Identify the need for and items used to bathe ○ Independently care for nose ○ Independently use the bathroom ○ Recognize adolescent female/male changes that take place during puberty ○ Accept re-direction when engaged in inappropriate sexual behavior ○ Bathroom etiquette/privacy ○ Personal hygiene ○ Understand that one's body is private ○ Sit/stand with others keeping hands to self ○ Appropriate social etiquette ○ Understand that normal daily behaviors do not need to be curtailed • Measure height and weight over a period of time. • Plant a vegetable and measure its growth. • Take care of a classroom pet or

				<p>plant to see the life cycle of an animal/plant</p> <ul style="list-style-type: none"> • Use the food pyramid to plan a meal. • Locate where they live on a map. • Locate habitats of animals outside.
<p>C. Explain how energy entering the ecosystems as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.</p>	<ul style="list-style-type: none"> • Observe and record growth and development of plants or animals over time. • Explain or illustrate how living things obtain food, water, air and light to grow. • Use the food pyramid or other resource to plan a healthy meal. • Compare habitats and foods of different animals and people 	<ul style="list-style-type: none"> • Care for a plant or animal. • Match animals or plants to their habitat. • Identify components of a healthy meal. 	<ul style="list-style-type: none"> • Make a selection within an activity related to plants and/or animals. • Use a switch to participate in a life science activity. • Assist in meal preparation. • Make a selection for food or drink. 	<ul style="list-style-type: none"> • Self care <ul style="list-style-type: none"> ○ Use deodorant ○ Care for nails ○ Care for menstrual needs ○ Identify the need for and items used to bathe ○ Independently care for nose ○ Independently use the bathroom ○ Recognize adolescent female/male changes that take place during puberty ○ Accept re-direction when engaged in inappropriate sexual behavior ○ Bathroom etiquette/privacy ○ Personal hygiene ○ Understand that one's body is private ○ Sit/stand with others keeping hands to self ○ Appropriate social etiquette ○ Understand that normal daily behaviors do not need to be curtailed • Measure height and weight over a period of time. • Plant a vegetable and measure its growth. • Meal preparation

				<ul style="list-style-type: none"> ○ Set the table ○ Cut food ○ Wash fruits and vegetables ○ Sort cooking utensils ● Measure ingredients ● Plan a meal ● Select food or drink off a menu at a restaurant ● Select food or drink from the cafeteria
<p>D. Explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival.</p>	<ul style="list-style-type: none"> ● Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). ● Compare animals living today with extinct animals. ● Compare habitats and foods of different animals and people 		<ul style="list-style-type: none"> ● Make a selection within an activity related to plants and/or animals.* ● Use a switch to participate in a life science activity.* 	<ul style="list-style-type: none"> ● Self care <ul style="list-style-type: none"> ○ Use deodorant ○ Care for nails ○ Care for menstrual needs ○ Identify the need for and items used to bathe ○ Independently care for nose ○ Independently use the bathroom ○ Recognize adolescent female/male changes that take place during puberty ○ Accept re-direction when engaged in inappropriate sexual behavior ○ Bathroom etiquette/privacy ○ Personal hygiene ○ Understand that one's body is private ○ Sit/stand with others keeping hands to self ○ Appropriate social etiquette ○ Understand that normal daily behaviors do not need to be curtailed ● Measure height and weight over a period of time.

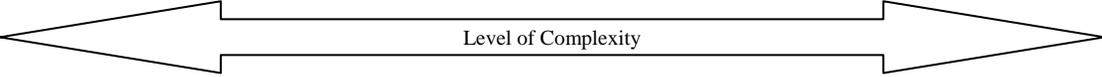
				<ul style="list-style-type: none">• Plant a vegetable and measure its growth.
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	PHYSICAL SCIENCES				
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
<p>A. Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.</p>	<p>High</p> <ul style="list-style-type: none"> Classify familiar materials such as liquids, solids, or gases. Create a new material by combining two or more materials (e.g., combining ingredients from a recipe). Describe or illustrate changes that occur to specific materials as the result of changes in temperature (e.g., melting butter, freezing water). Predict a change in matter (e.g., melting, freezing, baking). 	<ul style="list-style-type: none"> Sort objects according to specific properties (e.g., paper, plastic). 	<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn-on the current, activate a battery-operated device). 	<ul style="list-style-type: none"> Sort household cleaning materials. Sort recyclable materials 	
<p>B. In simple cases, describe the motion of objects and conceptually describe the effects of forces on an object.</p>	<ul style="list-style-type: none"> Describe or illustrate an object in motion by position, direction, or speed. Demonstrate safe use of electricity in daily activities. 	<ul style="list-style-type: none"> Use motion of objects for a purpose (e.g., maneuver wheelchair to a specific location, change direction of a fan, select a cart for moving objects, use a cart in the grocery store). Identify rules for safely moving objects (e.g., carts, wheelchair, bicycle). 	<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn-on the current, activate a battery-operated device). Produce an action to make an object move. 		

<p>C. Describe renewable and nonrenewable sources of energy and the management of these sources.</p>	<ul style="list-style-type: none"> • Appropriately use items that produce sound to accomplish a specific purpose (e.g., participate in band or orchestra, make a phone call, ring a doorbell). 	<ul style="list-style-type: none"> • Operate electrical appliances for a purpose (e.g., lights, microwave). • Identify safe use of electricity. 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g., turn-on the current, activate a battery-operated device). 	<ul style="list-style-type: none"> • Use electrical appliances in the home safely • Identify safe and unsafe uses of electricity • Identify when an electrical source in the house is no longer safe.
<p>D. Describe that energy takes many forms some forms represent kinetic energy and some forms represent potential energy, and during energy transformations the total amount of energy remains constant.</p>	<ul style="list-style-type: none"> • Appropriately use items that produce sound to accomplish a specific purpose (e.g., participate in band or orchestra, make a phone call, ring a doorbell). 	<ul style="list-style-type: none"> • Operate electrical appliances for a purpose (e.g., lights, microwave). • Identify safe use of objects that produce heat. • Identify safe use of electricity. 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g., turn-on the current, activate a battery-operated device). • Use sound to gain attention. • Use an environmental control device. • Show an active response to sound or light within a purposeful activity. 	

		SCIENCE AND TECHNOLOGY			
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
	High				Low
A. Give example of how technological advances, influenced by scientific knowledge, affect the quality of life.	<ul style="list-style-type: none"> Describe or illustrate technologies that have improved human life (e.g., transportation, communication). Select and use technology tools to accomplish a specific purpose. Demonstrate safe ways to use technology tools. 	<ul style="list-style-type: none"> Identify simple tools used within daily living activities (e.g., scissors, cooking utensils). Identify a problem and select a solution that uses appropriate technology. Identify rule for safe use of tools. 	<ul style="list-style-type: none"> Use technology for a purpose. 	<ul style="list-style-type: none"> Send an email Use the computer to play a game Interact in an online environment Participate in cooking Using scissors to cut loose threads from clothing. Shred paper Vacuum Use a microwave to cook Use a timer or a clock Use a calculator Changing batteries in an electrical device Operate a radio or CD player 	
B. B. Design a solution or product taking into account needs and constraints (e.g., cost, time, trade-offs, properties of materials, safety and aesthetics).	<ul style="list-style-type: none"> Select and use technology tools to accomplish a specific purpose. Complete a series of tasks within an assembly line project. 	<ul style="list-style-type: none"> Identify a problem and select a solution that uses appropriate technology. Follow written directions or diagrams to construct or make something. Complete single task in assembly line project. Complete a series of steps in daily living tasks using technology/tools. 	<ul style="list-style-type: none"> Make a selection within the context of a design project. Participate in an assembly line project. 	<ul style="list-style-type: none"> Follow a recipe Follow directions to put together an object Follow directions to complete a school job. Follow rules in the classroom. Follow a picture schedule. 	

		SCIENTIFIC INQUIRY					
Ohio Benchmarks Grades 6-8		Assessment Activities			Functional Curriculum		
		High			Low		
A. Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation safety considerations and appropriate tools.		<ul style="list-style-type: none"> • Ask questions that can be answered through investigation or observation. • Select and use tools to solve a problem. • Predict the result of an action. • Identify a problem and test possible solutions. 	<ul style="list-style-type: none"> • Match tools to specific tasks. • Ask questions to gain information. 	<ul style="list-style-type: none"> • Use a switch to ask questions to gain information. 	<ul style="list-style-type: none"> • Use cooking utensils. • Use tools to fix or make something (screwdriver, hammer, etc.) • Use a ruler 		
B. Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.		<ul style="list-style-type: none"> • Analyze information from graphs or charts. • Use graphs or charts to record and organize observations. 	<ul style="list-style-type: none"> • Construct a simple graph as data is gathered. • Report simple findings based on a chart or graph. 	<ul style="list-style-type: none"> • Use a switch to report on information learned from investigation. • Count items using whole numbers. • Select symbols to represent data gathered for a chart or graphs. 	<ul style="list-style-type: none"> • Graph weather. • Graph behavior. 		

	SCIENTIFIC WAYS OF KNOWING				
Ohio Benchmarks Grades 6-8	Assessment Activities 				Functional Curriculum
A. Use skills of scientific inquiry processes (e.g., hypothesis, record keeping description and explanation).	<ul style="list-style-type: none"> Distinguish between fact and opinion. Record data as part of a problem-solving process. Use a problem solving process in daily living activities. Ask questions to obtain needed information in a real-life situation. 	<ul style="list-style-type: none"> Identify a common problem and suggest solutions. Answer who, what, where questions. Identify reliable sources of information (e.g., newspapers, trusted adult, school library). 	<ul style="list-style-type: none"> Ask questions in the context of a science activity. 	<ul style="list-style-type: none"> Answer personal information Ask for help Read a newspaper Use the internet to get information Use a library. 	
B. Explain the importance of reproducibility and reduction of bias in scientific methods.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Complete record keeping forms for a job or activity. 	<ul style="list-style-type: none"> Identify reliable sources of information (e.g., newspapers, trusted adult, school library). Mark a recording form to keep a personal record (e.g., hours worked, behavior, task performance). 	<ul style="list-style-type: none"> Make a selection in response to a question. 	<ul style="list-style-type: none"> Answer personal information Ask for help 	
C. Give examples of how thinking scientifically is helpful in daily life.	<ul style="list-style-type: none"> Use a problem solving process in daily living activities. Identify jobs people do in science. 	<ul style="list-style-type: none"> Identify a common problem and suggest solutions. 		<ul style="list-style-type: none"> Ask for help. 	

FUNCTIONAL CURRICULUM

GRADES 9-12

SCIENCE

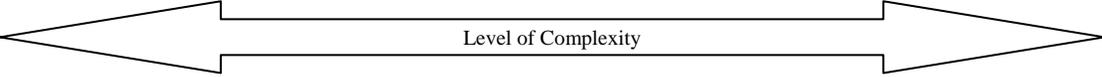
EARTH AND SPACE SCIENCES				
Ohio Benchmarks Grades 9-12	Assessment Activities			Functional Curriculum
	High			Low
A. Explain how evidence from stars and other celestial objects provide information about the processes that cause changes in the composition and scale of the physical universe. Explain how technology can be used to gather evidence and increase our understanding of the universe.			<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues. 	
B. Explain that many processes occur in patterns within the Earth's systems. Describe how Earth is made up of a series of interconnected systems and how a change in one system affects other systems.	<ul style="list-style-type: none"> Describe or illustrate weather conditions. Describe or illustrate ways people respond to weather phenomena (e.g., storms, tornadoes, floods). Differentiate patterns in nature (day/night; seasons). Identify and describe landforms and/or weather using a map. Report on outcomes of major weather or geologic events. 	<ul style="list-style-type: none"> Associate pictures with weather concepts. Differentiate concepts related to day/night. Follow a sequence of safety procedures related to weather phenomena. Identify clothing appropriate to weather conditions. Identify vocabulary related to weather, Earth, and/or space. Sort or categorize rocks by like characteristics. 	<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues.*Select activity based on weather or season, time of day. Select clothing based on weather/season, day/night. 	<ul style="list-style-type: none"> Choose appropriate weather card (picture, symbol, word) to describe weather for the day. Choose appropriate weather card (picture, symbol, word) to describe weather as predicted by news for the next day. Choose clothing appropriate for the season pr predicted weather. Participate in school or job site tornado drills.

<p>C. Explain the 4.5 billion-year-history of Earth and the 4 billion-year-history of life on Earth based on observable scientific evidence in the geologic record.</p>	<ul style="list-style-type: none"> Identify and describe landforms and/or weather using a map. Report on outcomes of major weather or geologic events. Analyze changes in weather over time. 		<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues. 	<ul style="list-style-type: none"> Track weather over period of one week. Compare weather as predicted to actual temperatures over the period of one week.
<p>D. Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.</p>	<ul style="list-style-type: none"> Apply conservation strategies, such as recycling. Compare earth, sun, moon, or other planets of the universe. 	<ul style="list-style-type: none"> Identify vocabulary related to weather, Earth, and/or space. Identify the earth, sun, and moon, or other planets of the universe. Sort recyclable objects by like characteristics. 	<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues Contribute to a recycling project. 	<ul style="list-style-type: none"> Participate in paper recycling at school or job site. Educate and encourage class mates and peers to participate in recycling programs at school or at home. Sort recyclable items at school as part of a daily routine.
<p>E. Explain the processes that move and shape Earth's surface.</p>	<ul style="list-style-type: none"> Identify and describe landforms and/or weather using a map. Report on outcomes of major weather or geologic events. 	<ul style="list-style-type: none"> Sort or categorize rocks by like characteristics. 	<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues. 	
<p>F. Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of Earth and space sciences.</p>	<ul style="list-style-type: none"> Retell past or present issues related to Earth/space science (e.g., man on the moon, big bang). 	<ul style="list-style-type: none"> Identify past or present Earth/space science issue using a picture (e.g., tsunami, volcano). 	<ul style="list-style-type: none"> Use a switch to participate in an activity related to Earth or space science issues. Use a switch to report on an Earth Science activity. 	

	LIFE SCIENCES			
Ohio Benchmarks Grades 9-12	Assessment Activities			Functional Curriculum
	High			Low
A. Explain that cells are the basic unit of structure and function of living organisms, that once life originated all cells come from pre-existing cells, and that there are a variety of cell types.	<ul style="list-style-type: none"> Describe or illustrate the life cycle of a plant, animal or person. Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). 	<ul style="list-style-type: none"> Distinguish living and non-living things. 	<ul style="list-style-type: none"> Use a switch to participate in a life science activity. 	<ul style="list-style-type: none"> Use/demonstrate first aid/safety skills. <ul style="list-style-type: none"> Report sickness/injury to proper person.
B. Explain the characteristics of life as indicated by cellular processes and describe the process of cell division and development.	<ul style="list-style-type: none"> Describe or illustrate the life cycle of a plant, animal or person. 		<ul style="list-style-type: none"> Use a switch to participate in a life science activity. 	
C. Explain the genetic mechanisms and molecular basis of inheritance.	<ul style="list-style-type: none"> Compare characteristics of adults and offspring. Observe and record growth and development of plants or animals over time. 	<ul style="list-style-type: none"> Identify stages of development I human life (e.g., baby, teen, adult). 	<ul style="list-style-type: none"> Use a switch to participate in a life science activity. Match animals with their parents. 	<ul style="list-style-type: none"> Understand stages of body development. <ul style="list-style-type: none"> Recognize adolescent female/male changes that take place during puberty.
D. Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organismal and ecological).	<ul style="list-style-type: none"> Observe and record growth and development of plants or animals over time. Use the food pyramid or other resource to plan a healthy meal. Explain or illustrate how living things obtain food, water, air 	<ul style="list-style-type: none"> Identify components of a healthy meal. Sort people, plants or animals by identified characteristics. 	<ul style="list-style-type: none"> Use a switch to participate in a life science activity. Assist in meal preparation. Make a selection for food or drink. 	<ul style="list-style-type: none"> Demonstrate independence in meal planning. <ul style="list-style-type: none"> Identify four food groups. Classify various foods into food groups. Identify breakfast, lunch, dinner, snack foods. Plan balanced meals.

	and light to grow.			<ul style="list-style-type: none"> ○ Select appropriate portions. ● Prepare food. <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence. ● Demonstrate career awareness. <ul style="list-style-type: none"> ○ Develop positive feelings toward work. ○ Explore a wide variety of jobs. ○ Explore individual strengths and weaknesses.
E. Explain how evolutionary relationships contribute to an understanding of the unity and diversity of life.	<ul style="list-style-type: none"> ● Compare animals living today with extinct animals. 		<ul style="list-style-type: none"> ● Use a switch to participate in a life science activity. 	
F. Explain the structure and function of ecosystems and relate how ecosystems change over time.	<ul style="list-style-type: none"> ● Classify plants or animals by different characteristics (e.g., leaves, seeds, vegetables, fur, habitat). ● Explain or illustrate how living things obtain food, water, air and light to grow. ● Compare habitats and foods of different animals and people. 	<ul style="list-style-type: none"> ● Care for a plant or animal. ● Match animals or plants to their habitat. 	<ul style="list-style-type: none"> ● Use a switch to participate in a life science activity. 	<ul style="list-style-type: none"> ● Demonstrate care for plant or animal. ● Demonstrate skills necessary to make friends. <ul style="list-style-type: none"> ○ Tolerate close physical proximity of others. ○ Sit/stand with others keeping hands to self. ○ Appropriate social conversation. ○ Appropriate social etiquette. ● Communicate need verbally/non-verbally. <ul style="list-style-type: none"> ○ Need for restroom. ○ Need for food or drink. ○ Need for assistance. ● Communicate using personal interaction skills <ul style="list-style-type: none"> ○ Establish eye contact. ○ Respond to name. ○ Respond to greeting. ○ Respond appropriately to re-direction.

<p>G. Describe how human activities can impact the status of natural systems.</p>			<ul style="list-style-type: none"> • Use a switch to participate in a life science activity. 	
<p>H. Describe a foundation of biological evolution as the change in gene frequency of a population over time. Explain the historical and current scientific developments, mechanisms and processes of biological evolution. Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory.</p>			<ul style="list-style-type: none"> • Use a switch to participate in a life science activity. 	
<p>I. Explain how natural selection and other evolutionary mechanisms account for the unity and diversity of past and present life forms.</p>	<ul style="list-style-type: none"> • Compare animals living today with extinct animals. 		<ul style="list-style-type: none"> • Use a switch to participate in a life science activity. 	
<p>J. Summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life sciences.</p>			<ul style="list-style-type: none"> • Use a switch to participate in a life science activity. • Make a selection within an activity related to plants and/or animals. 	

	PHYSICAL SCIENCES			
Ohio Benchmarks Grades 9-12	Assessment Activities 			Functional Curriculum
A. Describe that matter is made of minute particles called atoms and atoms are comprised of even smaller components. Explain the structure and properties of atoms.	<ul style="list-style-type: none"> Classify familiar materials as liquids, solids, or gases. 	<ul style="list-style-type: none"> Sort objects according to specific properties (e.g., paper, plastic). 	<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). 	<ul style="list-style-type: none"> Demonstrate ability to participate in a recycling program. <ul style="list-style-type: none"> Sort Recyclable material into appropriate container. Perform vocational skills: <ul style="list-style-type: none"> Sort paper Sort silverware Stock shelves. Perform general housekeeping skills. <ul style="list-style-type: none"> Unload a dishwasher. Sort clean silverware. Sort dirty clothes. Sort and put away clean clothes. Put groceries away.
B. Explain how atoms react with each other to form other substances and how molecules react with each other or other atoms to form even different substances.	<ul style="list-style-type: none"> Create a new material by combining two or more materials (e.g., combining ingredients from a recipe). 		<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). 	<ul style="list-style-type: none"> Prepare food. <ul style="list-style-type: none"> Follow simple recipes in correct sequence. Gather necessary ingredients, supplies and utensils for given recipe. Use measurement tools. Prepare food combinations.

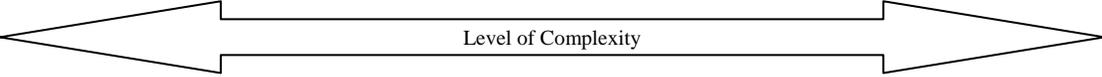
<p>C. Describe the identifiable physical properties of substances. Explain how changes in these properties can occur without changing the chemical nature of the substance.</p>	<ul style="list-style-type: none"> • Classify familiar materials as liquids, solids, or gases. • Create a new material by combining two or more materials (e.g., combining ingredients from a recipe). • Describe or illustrate changes that occur to specific materials as the result of change in temperature (e.g., melting butter, freezing water). • Predict a change in matter (e.g., melting, freezing, baking). 	<ul style="list-style-type: none"> • Sort objects according to specific properties (e.g., paper, plastic). 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). 	<ul style="list-style-type: none"> • Demonstrate ability to participate in a recycling program. <ul style="list-style-type: none"> ○ Sort Recyclable material into appropriate container. • Perform vocational skills: <ul style="list-style-type: none"> ○ Sort paper ○ Sort silverware ○ Stock shelves. • Perform general housekeeping skills. <ul style="list-style-type: none"> ○ Unload a dishwasher. ○ Sort clean silverware. ○ Sort dirty clothes. ○ Sort and put away clean clothes. ○ Put groceries away. • Prepare food. <ul style="list-style-type: none"> ○ Follow simple recipes in correct sequence. ○ Gather necessary ingredients, supplies and utensils for given recipe. ○ Use measurement tools. ○ Prepare food combinations.
<p>D. Explain the movement of objects by applying Newton's three laws of motion.</p>	<ul style="list-style-type: none"> • Describe or illustrate an object in motion by position, direction, or speed. 	<ul style="list-style-type: none"> • Use motion of objects for a purpose (e.g., maneuver wheelchair to a specific location, change direction of a fan, select a cart for moving objects, use a cart in the grocery store). • Identify rules for safely moving objects (e.g., carts, wheelchair, bicycle). 	<ul style="list-style-type: none"> • Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). • Produce an action to make an object move. 	<ul style="list-style-type: none"> • The student will use indoor leisure equipment for the purpose of exercise (stationery bike, treadmill). • The student will develop and demonstrate the ability to participate in group indoor activities. <ul style="list-style-type: none"> ○ Table games. ○ Active games. ○ Art, physical education, music class. ○ School clubs and functions. • The student will safely use gym equipment.

<p>E. Demonstrate that energy can be considered to be either kinetic or potential.</p>	<ul style="list-style-type: none"> Describe or illustrate an object in motion by position, direction, or speed. Demonstrate safe use of electricity in daily activities. 	<ul style="list-style-type: none"> Identify rules for safely moving objects (e.g., carts, wheelchair, bicycle). Identify safe use of objects that produce heat.* Identify safe use of electricity. Operate electrical appliances for a purpose (e.g., lights, microwave). 	<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). Produce an action to make an object move. Use an environmental control device. 	<ul style="list-style-type: none"> The student will demonstrate independence in using businesses within the community. <ul style="list-style-type: none"> Grocery Store <ul style="list-style-type: none"> Properly push cart. Unload groceries onto checkout conveyer. Department store. <ul style="list-style-type: none"> Property use elevator. Property use escalator. Property use of vending machine.
<p>F. Explain how energy may change form or be redistributed but the total quantity of energy is conserved.</p>	<ul style="list-style-type: none"> Demonstrate safe use of electricity in daily activities. 	<ul style="list-style-type: none"> Identify safe use of electricity. Operate electrical appliances for a purpose (e.g., lights, microwave). 	<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). 	<ul style="list-style-type: none"> Develop and demonstrate production skills. <ul style="list-style-type: none"> Office skills: copy machine, computer, calculator, stapler. Retailer skills: cash register, computer. Housekeeping skills: vacuum cleaner, washing machine, dryer, dish washer.
<p>G. Demonstrate that waves have energy and waves can transfer energy when they interact with matter.</p>	<ul style="list-style-type: none"> Appropriately use items that produce sound to accomplish a specific purpose (e.g., participate in band or orchestra, make a phone call, ring a doorbell). 		<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). Show a active response to sound or light within a purposeful activity. Use sound to gain attention. 	<ul style="list-style-type: none"> The student will demonstrate skills necessary for independent living. <ul style="list-style-type: none"> Answer the telephone. Retrieve messages from an answering machine. Place a telephone call. Use an alarm clock. Answer he doorbell. Use an oven timer.
<p>H. Trace the historical development of scientific theories and ideas, and describe emerging issues in the study of physical sciences.</p>			<ul style="list-style-type: none"> Use a switch to participate in a physical science experiment (e.g., turn on the current; activate a battery-operated device). 	<ul style="list-style-type: none"> Develop and demonstrate production skills. <ul style="list-style-type: none"> Office skills: copy machine, computer, calculator, stapler. Retailer skills: cash register,

				<p>computer.</p> <ul style="list-style-type: none">• Housekeeping skills: vacuum cleaner, washing machine, dryer, dish washer.• The student will demonstrate skills necessary for independent living.<ul style="list-style-type: none">○ Answer the telephone.○ Retrieve messages from an answering machine.○ Place a telephone call.○ Use an alarm clock.○ Answer the doorbell.○ Use an oven timer.
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		SCIENCE AND TECHNOLOGY			
Ohio Benchmarks Grades 9-12		Assessment Activities		Functional Curriculum	
		High		Low	
<p>A. Explain the ways in which the processes of technological design respond to the needs of society.</p>		<ul style="list-style-type: none"> • Complete a series of tasks within an assembly line project. • Demonstrate safe ways to use technology tools. • Describe or illustrate technologies that have improved human life (e.g., transportation, communication). • Select and use technology tools to accomplish a specific purpose. 	<ul style="list-style-type: none"> • Complete a series of steps in daily living tasks using technology/tools. • Complete single task in assembly line project. • Follow written directions or diagrams to construct or make something. • Identify simple tools used within daily living activities (e.g., scissors, cooking utensils). • Identify a problem and select a solution that uses appropriate technology. • Identify rules for safe use of tools. 	<ul style="list-style-type: none"> • Make a selection within the context of a design project. • Participate in an assembly line project. • Use technology for a purpose. 	<ul style="list-style-type: none"> • Demonstrate the ability to use household appliances. <ul style="list-style-type: none"> ○ Sort groceries according to food requiring refrigeration from dry goods. ○ Choose a fan when temperatures are high. ○ Turn on lights when needed; turn off when not needed. ○ Choose between television or radio. ○ Use a microwave independently. ○ Use a toaster oven independently. • Demonstrate the ability to use simple tools. <ul style="list-style-type: none"> ○ Screw driver. ○ Scissors. ○ Exact-o knife. ○ Rake. ○ Shovel. ○ Hammer. • Develop vocational skills. <ul style="list-style-type: none"> ○ Complete single task as part of an assembly line. ○ Complete multiple steps as part of a daily living routine.

B. Explain that science and technology are interdependent; each drives the other.				
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	SCIENTIFIC INQUIRY			
Ohio Benchmarks Grades 9-12	Assessment Activities 			Functional Curriculum
<p>A. Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of thee investigations.</p>	<ul style="list-style-type: none"> • Ask questions that can be answered through investigation or observation. • Analyze information from graphs or charts. • Identify a problem and test possible solutions. • Predict the result of an action. • Report information based on the findings of an investigation or observation. • Select and use tools to solve a problem. • Use graphs or charts to record and organize observations. 	<ul style="list-style-type: none"> • Ask questions to gain information. • Construct a simple graph as data is gathered. • Match tools to specific tasks. • Report simple findings based on a chart or graph. 	<ul style="list-style-type: none"> • Count items using whole numbers. • Select symbols to represent data gathered for a chart or graph. • Use a switch to ask questions to gain information. • Use a switch to report on information learned from investigation. 	<ul style="list-style-type: none"> • Improve grooming skills. <ul style="list-style-type: none"> ○ Use good grooming skills as part of a daily routine. ○ Identify the need for and items used to bathe. • Use telephone skills. <ul style="list-style-type: none"> ○ Pick up and put down receiver. ○ Use appropriate language. ○ Relay telephone messages. ○ Operate pay phone. ○ Dial and use 911. • Demonstrate independence in meal preparation. <ul style="list-style-type: none"> ○ Demonstrate an understanding of appropriate storage of food and other purchased items. • Prepare food. <ul style="list-style-type: none"> ○ Safely use utensils. ○ Safely use kitchen appliances. ○ Demonstrate safe/appropriate stove top usage. ○ Demonstrate safe/appropriate oven usage. ○ Demonstrate safe/appropriate microwave usage. ○ Use safety utensils (hot pads, holders). • Set tables appropriately.

				<ul style="list-style-type: none">○ Determine number of place settings needed.○ Secure materials needed for place settings.● Clean up after meals.<ul style="list-style-type: none">○ Use appropriate dishwashing materials and amounts.● Learn Safety.<ul style="list-style-type: none">○ Handle and store sharp items appropriately.○ Demonstrate appropriate use of lock and key.○ Use electrical appliances and outlets safely.● Learn housekeeping skills.<ul style="list-style-type: none">○ Use and store cleaning solutions safely in appropriate place.○ Change batteries in electrical devices.● Care for clothes.<ul style="list-style-type: none">○ Operate washing machine by identifying and selecting water temperature, correct cycle and load size, insert coins when needed.○ Operate dryer.○ Use hangers/hooks appropriately.○ Iron clothes.● Demonstrate safety in the community.<ul style="list-style-type: none">○ Use public restroom facilities in the community.○ Operate a water fountain.○ Demonstrate the ability to locate the appropriate store for specific needs/purchases.
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	SCIENTIFIC WAYS OF KNOWING				
Ohio Benchmarks Grades 9-12	Assessment Activities 				Functional Curriculum
A. Explain that scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world.	<ul style="list-style-type: none"> Distinguish between fact and opinion. 	<ul style="list-style-type: none"> Identify reliable sources of information (e.g., newspapers, trusted adults, school library). 		<ul style="list-style-type: none"> Use/demonstrate first aid/safety skills. <ul style="list-style-type: none"> Report sickness/injury to proper person. Identify appropriate emergency numbers. Identify emergency and non-emergency situations. Use 911 in the correct situation. Prepare food. <ul style="list-style-type: none"> Gather necessary ingredients, supplies and utensils for given recipe. Learn safety. <ul style="list-style-type: none"> Demonstrate knowledge of emergency situation. Respond to emergency signals (smoke detector, fire alarm). 	
B. Explain how scientific inquiry is guided by knowledge, observations, ideas and questions.	<ul style="list-style-type: none"> Ask questions to obtain needed information in a real-life situation. Complete record keeping forms for a job or activity. Record data as part of a problem-solving process. Use a problem-solving process in daily living 	<ul style="list-style-type: none"> Identify reliable sources of information (e.g., newspapers, trusted adults, school library). Answer who, what, where questions. Identify a common problem and suggest solutions. Mark a recording form to keep a personal record (e.g., hours 	<ul style="list-style-type: none"> Ask questions in the context of a science activity. Make a selection in response to a question. 	<ul style="list-style-type: none"> Develop and demonstrate the ability to participate in individual indoor activities. <ul style="list-style-type: none"> Participate in art/music and gym class. Choose to attend a school function. Develop and demonstrate the ability to participate in group outdoor activities. <ul style="list-style-type: none"> Use a park or yard for outdoor activities. 	

	activities.	worked, behavior, task performance).		<ul style="list-style-type: none"> ○ Read entertainment section of newspaper to locate time and place of movie or event. ● Demonstrate social skills when in the community. <ul style="list-style-type: none"> ○ Wait turn in line. ○ Maneuver in crowded places. ● Appropriately play/interact with others. <ul style="list-style-type: none"> ○ Engage in basic turn taking activities. ○ Ask to join a group. ○ Ask another student to join a group.
C. Describe the ethical practices and guidelines in which science operates.	<ul style="list-style-type: none"> ● Identify jobs people do in science. 			
D. Recognize that scientific literacy is part of being a knowledgeable citizen.				<ul style="list-style-type: none"> ● Demonstrate how to request service/assistance. <ul style="list-style-type: none"> ○ In school. ○ In community. ● Demonstrate use of newspaper to: <ul style="list-style-type: none"> ○ Check the weather. ○ Check the results of an athletic event. ○ Look up location and time of recreational activity. ● Demonstrate use of grocery advertisements to: <ul style="list-style-type: none"> ○ Check operating hours. ○ Comparison shop. ○ Use store services to place an order.

FUNCTIONAL CURRICULUM

GRADES K - 12

SOCIAL STUDIES

FUNCTIONAL CURRICULUM

GRADES K - 2

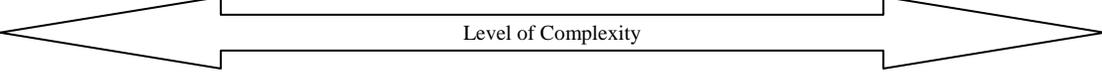
SOCIAL STUDIES

	HISTORY			
Ohio Benchmarks Grades K-2	Assessment Activities High ← Level of Complexity → Low			Functional Curriculum
A. Use a calendar to determine the day, week, month and year.	<ul style="list-style-type: none"> • This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> • Recognize sight words for safety and independence. • Understand left to right • Identify numbers • One to One correspondence • Choose appropriate pictures or words for special occasions. • Recognize the day of the week in order to see what is for lunch. • Use a calendar to follow material return procedures for library books.
B. Place events in correct order on a time line.				<ul style="list-style-type: none"> • Task analysis of daily living skills. • Follow a first - then schedule. • Following a daily schedule.
C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.				<ul style="list-style-type: none"> • Student will demonstrate how to request service/assistance in the school or community.

<p>D. Recognize that the actions of individuals make difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.</p>				<ul style="list-style-type: none">• Complete cafeteria routine appropriately and in a timely manner (i.e. waits in line, pay for food, take the tray to appropriate place when finished).• Eat using appropriate etiquette (i.e. use eating utensils, chew with mouth closed, use table manners, socialize appropriately during meal).• Distinguish between acceptable and unacceptable behavior• Respond with appropriate behaviors in social situations• Bathroom etiquette/privacy.• Establish and maintain eye contact.• Respond to name and greetings• Initiate appropriate attempt to partake in a game, activity, or conversation.
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		GEOGRAPHY				
Ohio Benchmarks Grades K-2		Assessment Activities		Functional Curriculum		
		High	 Level of Complexity	Low		
A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Identify the state in which you live on a map. Identify by pointing which continent you live in. Identify where water is on a map or globe. 	
B. Identify physical and human features of places.					<ul style="list-style-type: none"> Identify body parts. Identify emotions. 	
C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.					<ul style="list-style-type: none"> Transition and adapt to different situations and environments. 	

		ECONOMICS				
Ohio Benchmarks Grades K–2		Assessment Activities		Functional Curriculum		
		High			Low	
A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Participate in a recycling program within the school environment. Make a choice to conserve an item. 	
B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.					<ul style="list-style-type: none"> Identify workers in the community. Choose the correct item when given a choice of pictures. Use the class store. 	
C Explain ways that people may obtain goods and services.					<ul style="list-style-type: none"> Make a choice between two pictures. Use the class store. 	

<p>Uses a communication device to participate in retelling a series of historical events.</p>	<p>GOVERNMENT</p>			
<p>Ohio Benchmarks Grades K–2</p>	<p>Assessment Activities</p> <p>High  Low</p>			<p>Functional Curriculum</p>
<p>A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p>	<ul style="list-style-type: none"> • This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> • Identify the leaders of the school. • Identify leaders within the community. • Use a communication device to identify leaders or authority figures.
<p>B. Recognize and explain the importance of symbols and landmarks of the United States.</p>				<ul style="list-style-type: none"> • Locate symbols used within the school environment.
<p>C. Explain the purposed of rules in different settings and the results of adherence to or violation of the rules.</p>				<ul style="list-style-type: none"> • Follow rules in a variety of settings within the school environment.

	PEOPLE IN SOCIETIES			
Ohio Benchmarks Grades K-2	Assessment Activities High ← Level of Complexity → Low			Functional Curriculum
A. Identify practices and products of diverse cultures.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> Distinguish between acceptable and unacceptable behavior Respond with appropriate behaviors in social situations Bathroom etiquette/privacy. Establish and maintain eye contact. Respond to name and greetings Initiate appropriate attempt to partake in a game, activity, or conversation. Demonstrate good grooming skills. Compliment others when appropriate. Demonstrate appropriate conversational skills. Play appropriately with others Respect others' space.
B. Identify ways that different cultures within the United States and the world have shaped our national heritage.				<ul style="list-style-type: none"> Socialize appropriate with people of authority, peers, different genders, and different nationalities. Distinguish between acceptable and unacceptable behavior Respond with appropriate behaviors in social situations Bathroom etiquette/privacy. Establish and maintain eye contact. Respond to name and greetings Initiate appropriate attempt to partake in a game, activity, or conversation.

				<ul style="list-style-type: none">• Demonstrate good grooming skills.• Compliment others when appropriate.• Demonstrate appropriate conversational skills.• Play appropriately with others• Respect others' space.
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		CITIZENSHIP RIGHTS AND RESPONSIBILITIES				
Ohio Benchmarks Grades K-2		Assessment Activities		Functional Curriculum		
		High		Low		
A. Describe the results of cooperation in group settings and demonstrate the necessary skills.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 				<ul style="list-style-type: none"> Listen to the teacher Perform tasks when asked Follow classroom rules Develop basic interaction skills 	
B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.					<ul style="list-style-type: none"> Participate in cause and effect activity and demonstrate understanding. Develop and follow classroom rules and consequences. 	

	SKILLS AND METHODS				
Ohio Benchmarks Grades K–2	Assessment Activities High ← Level of Complexity → Low				Functional Curriculum
A. Obtain information from oral, visual, print and electronic sources.	<ul style="list-style-type: none"> This standard is not currently assessed on the Ohio Alternative Assessment. 			<ul style="list-style-type: none"> Locate the presented material in class. Use a switch to make a choice. 	
B. Predict outcomes based on factual information.				<ul style="list-style-type: none"> Make a choice between two pictures, objects, or symbols. 	
C. Communicate information orally, visually or in writing.				<ul style="list-style-type: none"> Use a communication device to participate. 	
D. Identify a problem and work in groups to solve it.				<ul style="list-style-type: none"> Use a switch to communicate with peers in a small group activity. 	

FUNCTIONAL CURRICULUM

GRADES 3-5

SOCIAL STUDIES

		HISTORY					
Ohio Benchmarks Grades 3-5		Assessment Activities			Functional Curriculum		
		High			Low		
A. Construct time lines to demonstrate an understanding of units of time and chronological order.	<ul style="list-style-type: none"> Use a timeline to describe history. Retell information about an event in world or U.S. history. Identify key persons, events, or holidays related to U.S. history. 	<ul style="list-style-type: none"> Sequence events on a timeline using pictures. 	<ul style="list-style-type: none"> Communicate about a series of activities in personal life. Select pictures on a daily/weekly calendar to organize events. Uses a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. 			
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.	<ul style="list-style-type: none"> Retell information about an event in world or U.S. history. Describe differences in daily life today and daily life in a specific time in history. Identify key persons, events, or holidays related to U.S. history. 	<ul style="list-style-type: none"> Retell information related to an event in personal life/history. Match famous people with events. Identify key factors in relation to current events. 	<ul style="list-style-type: none"> Uses a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Categorize characteristics of young and old people. Report on a current event in the newspaper or news. Match a picture of a famous person to a picture of the event they participated in. 			
C. Explain how new developments led to the growth of the United States.	<ul style="list-style-type: none"> Retell information about an event in world or U.S. history. Describe differences in daily life today and daily life in a specific time in history. Identify key persons, events, or holidays related to U.S. history. 	<ul style="list-style-type: none"> Retell information related to an event in personal life/history. Match famous people with events. 	<ul style="list-style-type: none"> Uses a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Categorize characteristics of young and old people. Report on a current event in the newspaper or news. Match a picture of a famous person to a picture of the event they participated in. 			
D. Recognize that the actions of individuals make difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the				<ul style="list-style-type: none"> Get a reward for displaying appropriate behavior. Write a thank you letter to someone who does something for you. Will participate in different activities focusing 			

United States.

on various cultures.

		GEOGRAPHY				
Ohio Benchmarks Grades 3-5		Assessment Activities		Functional Curriculum		
		High		Low		
<p>A. Use map elements or coordinates to locate physical and human features of North America.</p>		<ul style="list-style-type: none"> • Locate information on a map (states, countries, lakes, oceans, mountains, deserts) • Create and/or use maps that relate to the environment. • Describe or illustrate distance in terms of miles or travel time. • Describe or illustrate plans to travel to a desired destination. • Identify resources specific to land and water areas. • Demonstrate comprehension of concepts of directionality. • Identify specific landforms. • Identify purposes for land use (parks, farming, roads) • Follow directions to travel to a specific location in the school or community. 	<ul style="list-style-type: none"> • State personal information (address, state, town) • Identify whether a location is near or far from home or school. • Find locations on a map. • Create a map of community locations. 	<ul style="list-style-type: none"> • Navigate to specific locations with the school or community. • Follow directions related to location/direction (up, down, over, under) • Use a switch to give directional instructions. • Use a switch to state personal address or town. 	<ul style="list-style-type: none"> • Locate home on a local map. • Locate state you live in. • Locate places in the school (office, library, bathroom, nurse, gym etc.) • Send a holiday letter. • Identify whose house is closest or farthest from the school. • Identify who lives closest and farthest from each other in the class. • Identify north, south, east, and west on a map. • Use crosswalk to cross the street. • Walk on sidewalks vs. grass or streets. • Functionally use environmental signs in the community (symbols and words). • Identify potential danger areas. • Know or carry personal identification. • Locate books/material in a library. • Follow safety procedures for a fire, tornado, or lock down drill. • Respond appropriately to re-direction. • Follow directions related to direction. 	

<p>B. Identify the physical and human characteristics of places and regions in North America.</p>	<ul style="list-style-type: none"> • Create and/or use maps that relate to the environment. • Identify resources specific to land and water areas. • Identify purposes for land use (parks, farming, roads) 	<ul style="list-style-type: none"> • State personal information (address, state, town) • Identify activities that are appropriate to specific locations • Identify whether a location is near or far from home or school. • Identify landmarks on a picture map. • Distinguish between city and rural areas in pictures. • Create a map of community locations. • Identify common landforms or vegetation in local region. 		<ul style="list-style-type: none"> • Address an envelope. • Identify their house, school, and other locations using pictures. • Identify bodies of water on a map. • Locate home on a local map. • Locate state you live in. • Locate places in the school (office, library, bathroom, nurse, gym etc.) • Send a holiday letter. • Identify whose house is closest or farthest from the school. • Identify who lives closest and farthest from each other in the class. • Identify north, south, east, and west on a map. • Use crosswalk to cross the street. • Walk on sidewalks vs. grass or streets. • Functionally use environmental signs in the community (symbols and words). • Identify potential danger areas. • Know or carry personal identification. • Locate books/material in a library. • Follow safety procedures for a fire, tornado, or lock down drill. • Respond appropriately to re-direction. • Follow directions related to direction.
<p>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</p>	<ul style="list-style-type: none"> • Identify resources specific to land and water areas. 	<ul style="list-style-type: none"> • Identify activities that are appropriate to specific locations. • Distinguish between city and rural areas in pictures. 		<ul style="list-style-type: none"> • Locate home on a local map. • Locate state you live in. • Locate places in the school (office, library, bathroom, nurse, gym etc.) • Send a holiday letter. • Identify whose house is closest or farthest from the school. • Identify who lives closest and farthest from

				<p>each other in the class.</p> <ul style="list-style-type: none"> • Identify north, south, east, and west on a map. • Use crosswalk to cross the street. • Walk on sidewalks vs. grass or streets. • Functionally use environmental signs in the community (symbols and words). • Identify potential danger areas. • Know or carry personal identification. • Locate books/material in a library. • Follow safety procedures for a fire, tornado, or lock down drill. • Respond appropriately to re-direction. • Follow directions related to direction. • Address an envelope. • Identify their house, school, and other locations using pictures. • Identify bodies of water on a map.
<p>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</p>	<ul style="list-style-type: none"> • Describe or illustrate plans to travel to a desired destination. • Demonstrate comprehension of concepts of directionality. • Follow directions to travel to a specific location in the school or community. 	<ul style="list-style-type: none"> • Identify forms of transportation from one location to another. • Follow simple directions to an identified location in the school/classroom. 	<ul style="list-style-type: none"> • Navigate to specific locations within the school or community. 	<ul style="list-style-type: none"> • Identify if you will take a boat, train, bus, or car to get to certain locations. • Identify which bus you take to school. • Follow directions to get items around the class (such as books, tissues, sink etc.) • Go to homeroom or special classes independently.

		ECONOMICS				
Ohio Benchmarks Grades 3-5		Assessment Activities		Functional Curriculum		
		High	 Level of Complexity	Low		
A. Explain the opportunity costs involved in the allocation of scarce productive resources.	<ul style="list-style-type: none"> • Use basic banking activities. • Plan a budget for a specific activity. • Compare prices of similar items. • Use a variety of information sources (yellow pages, internet) to locate needed goods and/or services. • Explain impact of tax on cost of total purchase. 	<ul style="list-style-type: none"> • Identify basic human needs that must be purchased (food, home) • Identify items or services necessary for an activity. • Match coupon and or ads to items to be purchased. 	<ul style="list-style-type: none"> • Use money to purchase goods at school. • Participate in a token economy in the classroom environment. 	<ul style="list-style-type: none"> • Identify banking service needed. • Use grocery store in the community. • Use fast food or sit down restaurant in the community. • Use a vending machine. • Use a public/school library. • Use money to purchase a school lunch. • Make a simple purchase. • Student will demonstrate skills in managing money independently. • Understand the concept of working for money. • Demonstrate budgeting skills. 		
B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.	<ul style="list-style-type: none"> • Identify jobs where people earn money. • Identify skills or education required for specific jobs. • Use a variety of information sources to locate needed goods and services. 	<ul style="list-style-type: none"> • Identify basic human needs that must be purchased. 		<ul style="list-style-type: none"> • Develop and demonstrate production skills. • Develop janitorial skills/housekeeping. • Develop retailer skills. 		
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	<ul style="list-style-type: none"> • Identify jobs where people earn money. • Identify skills or education required for specific jobs. • Compare prices of similar items. 	<ul style="list-style-type: none"> • Match community resources with needed goods or services. • Identify ways to earn money. • Identify items or services necessary for an activity. • Match coupon and ads to items to 	<ul style="list-style-type: none"> • Select an item for purchase. 	<ul style="list-style-type: none"> • Purchase within the community. 		

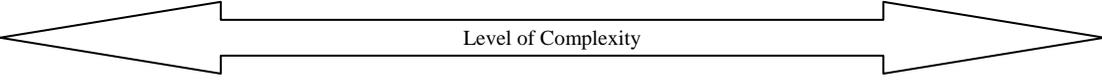
	<ul style="list-style-type: none">• Identify personal needs and community source of support.	be purchased.		
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		GOVERNMENT					
Ohio Benchmarks Grades 3 - 5		Assessment Activities			Functional Curriculum		
		High	 Level of Complexity		Low		
A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.		<ul style="list-style-type: none"> Describe the role of authority figures within the school or community. Describe the basic structure of the U.S. government. Define the basic functions of local and/or U.S. government. Vote in a class or school election. 	<ul style="list-style-type: none"> Identify authority figures in home or school. Identify and participate in voting process as a means to make decisions. Ask appropriate authority for assistance as needed. 	<ul style="list-style-type: none"> Gain attention of an authority figure in the classroom. 	<ul style="list-style-type: none"> Communicate wants and needs. Request attention when needed. 		
B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.		<ul style="list-style-type: none"> Describe the basic structure of the U.S. government. Develop classroom rules. Explain reason for specific rules or practices. Evaluate personal performance with respect to school rules. 	<ul style="list-style-type: none"> Identify and follow classroom rules. Follow school procedures. Ask appropriate authority for assistance as needed. 	<ul style="list-style-type: none"> Gain attention of an authority figure in the classroom. Follow basic classroom rules or directions from classroom teacher. Make a selection during a voting process. 	<ul style="list-style-type: none"> Follow one-step directions. Redirect behavior when prompted. 		

		PEOPLE IN SOCIETIES				
Ohio Benchmarks Grades 3-5		Assessment Activities			Functional Curriculum	
		High			Low	
A. Compare practices and products of North American cultural groups.	<ul style="list-style-type: none"> Describe similarities and differences in how people meet human needs. Identify art forms from a variety of cultures(different types of music) Create a chart comparing activities of today and the past. Identify common food with a culture/country(taco is a Mexican food) 	<ul style="list-style-type: none"> Prepare foods from other cultures. Describe own biography, including family tree. Identify cultural differences between groups of people(holidays, family traditions) Sort pictures representing activities, clothing, or persons today and from the past. 	<ul style="list-style-type: none"> Identify own family members. Perform an active motor response in an activity related to cultural practice (activates a switch for music from a different country). Use a switch to participate in preparing food from other cultures. 	<ul style="list-style-type: none"> Follow a recipe in correct sequence. Gather necessary ingredients, supplies and utensils for given recipe. Discriminate between hot and cold food. Use appropriate language. Categorize food into different cultures and food groups. Planning nutritional cultural meals. 		
B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.	<ul style="list-style-type: none"> Identify major events/people in history associated with the cause for human equality. Identify feeling or perspective of another individual in a discriminatory situation. Create a chart comparing activities of today and the past. 	<ul style="list-style-type: none"> Sort pictures representing activities, clothing, or persons today and from the past. Identify similarities and differences between self and others. 		<ul style="list-style-type: none"> Respect differences in others Touch others appropriately Assist others when asked Share things Follow rules Use polite words such as please and thank you. Be aware of the effect of body language. Get attention of others appropriately. 		

CITIZENSHIP RIGHTS AND RESPONSIBILITIES				
Ohio Benchmarks Grades 3-5	Assessment Activities			Functional Curriculum
	High			Low
A. Explain how citizens take part in civic life in order to promote the common good.	<ul style="list-style-type: none"> Follow rules of the classroom on a routine basis. Contribute suggestions to group planning. Identify ways to participate in the community. Demonstrate sportsmanlike conduct in group activities. Evaluate own performance and identify ways to improve. Determine classroom or group goals and participate in developing a plan to achieve them. 	<ul style="list-style-type: none"> Complete own task when participating in a group project. Monitor turns of self and others in group activity and take turns appropriately. Participate in community-sponsored activities. 	<ul style="list-style-type: none"> Perform an active motor response to contribute to a group project. Take turns in group activities. Make a selection within a group activity. 	<ul style="list-style-type: none"> Take turns in the lunch line. Wait appropriately while others are finishing an activity or task. Take turns talking. Follow rules in public outings, games, in the classroom, and throughout school. Cooperate Make a selection for a reward to promote good behavior. Will appropriately converse with others. Greet others appropriately. Respect the property of others. Demonstrate sensitivity to the needs of others. Demonstrate appropriate social skills when eating.
B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.	<ul style="list-style-type: none"> Identify ways to participate in the community. Demonstrate sportsmanlike conduct in group activities. 	<ul style="list-style-type: none"> Monitor turns of self and others in group activity and take turns appropriately. Identify personal needs or goals. 		<ul style="list-style-type: none"> Take turns in the lunch line. Wait appropriately while others are finishing an activity or task. Take turns talking. Follow rules in public outings, games, in the classroom, and throughout school. Cooperate Make a selection for a reward to

				<p>promote good behavior.</p> <ul style="list-style-type: none">• Will appropriately converse with others.• Greet others appropriately.• Respect the property of others.• Demonstrate sensitivity to the needs of others.• Demonstrate appropriate social skills when eating.
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	SKILLS AND METHODS			
Ohio Benchmarks Grades 3-5	Assessment Activities 			Functional Curriculum
A. Obtain information from a variety of primary and secondary sources using the component parts of the source.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Use multiple sources of information to plan or complete an activity. 	<ul style="list-style-type: none"> Identify reliable sources of information or assistance. Ask questions to get information. Locate identified information for a purpose in common resources. 	<ul style="list-style-type: none"> Use a switch to report information on a topic of interest. Use a switch to ask an information question. 	<ul style="list-style-type: none"> Demonstrate knowledge of an emergency situation.
B. Use a variety of sources to organize information and draw inferences.	<ul style="list-style-type: none"> Identify a problem and use resources to come to a conclusion. Use multiple sources of information to plan or complete an activity. Gather information and report on a social studies topic. 	<ul style="list-style-type: none"> Sort information according to designated categories. State main idea on a given topic from oral, print, or visual sources. Identify reliable sources of information or assistance. Locate identified information for a purpose in common resources. 		<ul style="list-style-type: none"> Develop and demonstrate production skills needed for a job. Respond to emergency signals.(Smoke detector, fire alarm)
C. Communicate social studies information using graphs or tables.	<ul style="list-style-type: none"> Organize information on charts or graphs. Use organizational tools or strategies to plan or complete activities. Gather information and report on a social studies topic. 	<ul style="list-style-type: none"> Retell an event in proper sequence. Deliver an informational report. 	<ul style="list-style-type: none"> Use a switch to report information on a topic of interest. 	<ul style="list-style-type: none"> Identify photographs of family members and peers.

D. Use problem-solving skills to make decisions individually and in groups.

- Identify a problem and use resources to come to a conclusion.
- Use multiple sources of information to plan or complete an activity.
- Use organizational tools or strategies to plan or complete activities.
- Follow simple steps of a problem solving process for a real life problem.

• Follow simple steps to solve a problem.

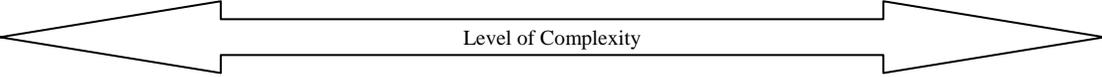
• Use a communication device to answer a question.

• Make a choice when given options.

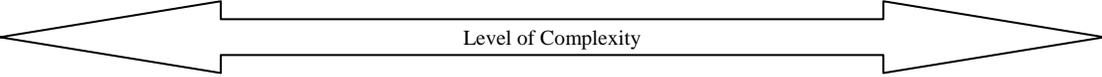
FUNCTIONAL CURRICULUM

GRADES 6 - 8

SOCIAL STUDIES

	HISTORY				
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
	High			Low	
A. Interpret relationships between events shown on multiple-tier time lines.	<ul style="list-style-type: none"> Use a timeline to describe history. Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> Sequence events on a timeline using pictures. 	<ul style="list-style-type: none"> Communicate about a series of activities in personal life. Select pictures on a daily/weekly calendar to organize events. 	<ul style="list-style-type: none"> Communicate about a series of activities in personal life. Select pictures on a daily/weekly calendar to organize events. 	
B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.	<ul style="list-style-type: none"> Retell information about an event in world or US History. Describe differences in daily life in a specific time in history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Match famous people with events. Identify key factors in relation to current events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Identify important adults within the school environment. 	
C. Describe the characteristics of feudal societies and the transition to the Renaissance.	<ul style="list-style-type: none"> Retell information about an event in world or US History. Describe differences in daily life today and daily life in a specific time in history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Match famous people to an event. 	
D. Describe the effects of interactions among civilizations during the 14 th through the 18 th centuries.	<ul style="list-style-type: none"> Retell information about an event in world or US History. Describe differences in daily life in a specific time in history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Participate in a social situation with non-disabled peers of another age group. 	

<p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p>	<ul style="list-style-type: none"> • Retell information about an event in world or US History. Describe differences in daily life in a specific time in history. • Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> • Retell information related to an event or person in history. • Match famous people with events. 	<ul style="list-style-type: none"> • Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> • Participate in an activity focusing on the school community.
<p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S.</p>	<ul style="list-style-type: none"> • Retell information about an event in world or US History. • Describe differences in daily life in a specific time in history. • Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> • Retell information related to an event or person in history. • Match famous people with events. 	<ul style="list-style-type: none"> • Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> • Use a communication device to participate in retelling a series of historical events.
<p>G. Analyze the causes and consequences of the American Civil War.</p>	<ul style="list-style-type: none"> • Retell information about an event in world or US History. Describe differences in daily life in a specific time in history. • Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> • Retell information related to an event or person in history. • Match famous people with events. 	<ul style="list-style-type: none"> • Use a communication device to participate in retelling a series of historical events. 	

		GEOGRAPHY			
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
	High				Low
A. Identify on a map the location of major physical and human features of each continent..	<ul style="list-style-type: none"> Locate information on a map(states, countries, lakes/oceans, mountains/deserts). Create and use maps that relate to the environment. Describe or illustrate distance in terms of miles or travel time. Describe or illustrate plans to travel to a desired destination. Identify resources specific to land and water areas. Demonstrate comprehension of concepts of directionality. Identify specific landforms. Follow directions to travel to a specific location in the school or community. 	<ul style="list-style-type: none"> State personal information(address, state, town) Identify whether a location is near or far from home or school. Find locations on a map. Create a map of community locations. 	<ul style="list-style-type: none"> Navigate to specific locations within the school or community. Follow directions related to location/direction. Use a switch to give directional instructions. Use a switch to state personal address or town. 	<ul style="list-style-type: none"> Locate home on a local map. Locate state you live in. Locate grocery store, bank, emergency buildings. Locate places in the school (office, library, bathroom, nurse, gym etc.) Send a holiday letter. Identify whose house is closest or farthest from the school. Identify who lives closest and farthest from each other in the class. Identify north, south, east, and west on a map. Order delivery stating name and address. Walk on sidewalks vs. grass or streets. Functionally use environmental signs in the community (symbols and words). Correctly maneuver in crowded places. Will wait turn in line. See grades 3-5 and 9-10 	
B. Define and identify regions using human and physical characteristics.	<ul style="list-style-type: none"> Create and use maps that relate to the environment. Identify resources specific to land and water areas. Identify specific landforms 	<ul style="list-style-type: none"> State personal information(address, state, town) Identify activities that are appropriate to specific locations. Identify whether a location is near 		<ul style="list-style-type: none"> Locate home on a local map. Locate state you live in. Locate grocery store, bank, emergency buildings. Locate places in the school (office, library, 	

	<p>(mountains, lakes, farmland).</p> <ul style="list-style-type: none"> Identify purposes for land use. 	<p>or far from home or school.</p> <ul style="list-style-type: none"> Identify landmarks on a picture map. Distinguish between city and rural areas in pictures. Create a map of community locations. Identify common landforms or vegetation in local region. 		<ul style="list-style-type: none"> bathroom, nurse, gym etc.) Send a holiday letter. Identify whose house is closest or farthest from the school. Identify who lives closest and farthest from each other in the class. Identify north, south, east, and west on a map. Order delivery stating name and address. Walk on sidewalks vs. grass or streets. Functionally use environmental signs in the community (symbols and words). Correctly maneuver in crowded places. Will wait turn in line. See grades 3-5 and 9-10 Identify if they live in the city or rural area based on pictures. Identify the local vegetation and which food groups they belong in. Create a map of places they go in their city. Identify where vegetation grows (in a tree or in the ground etc).
<p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p>	<ul style="list-style-type: none"> Identify resources specific to land and water areas. 	<ul style="list-style-type: none"> Identify activities that are appropriate to specific locations. Distinguish between city and rural areas in pictures. 		<ul style="list-style-type: none"> Identify where you buy food, clothing, toys etc. by using pictures or words. Identify where to use certain behaviors (not running in the halls, outside and inside voices etc.)
<p>D. Explain reasons that people products and ideas move from place to place and the effects of that movement on geographic patterns.</p>				

		ECONOMICS			
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
	High			Low	
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.	<ul style="list-style-type: none"> Identify jobs where people earn money. Plan a budget for a specific activity. Identify skills/ education required for specific jobs. Compare prices of similar items. Use a variety of information sources (yellow pages, internet) to locate needed goods and/or services. Identify personal needs and community source of support. 	<ul style="list-style-type: none"> Match community resources with needed goods or services. Identify basic human needs that must be purchased. Identify ways to earn money. Identify items or services necessary for an activity. Match coupon and/or ads to items to be purchased. 	<ul style="list-style-type: none"> Use money to purchase goods at school. Select an item for purchase. 	<ul style="list-style-type: none"> Match coins needed to make a purchase to a model. Select an item to purchase. Sort items into wants and needs. Use a switch to participate in a purchasing activity. 	
B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	<ul style="list-style-type: none"> Compare prices of similar items. Use a variety of information sources to locate needed goods and/or services. Identify personal needs and community source of support. 	<ul style="list-style-type: none"> Match community resources with needed goods or services. Identify basic human needs that must be purchased. Identify items/services necessary for an activity. 	<ul style="list-style-type: none"> Participate in a token economy in the classroom environment. 	<ul style="list-style-type: none"> Use a switch to participate in a token economy in the classroom. 	
C. Identify connections between government policies and the economy.	<ul style="list-style-type: none"> Use basic banking activities. Explain impact of tax on cost of total purchase. 			<ul style="list-style-type: none"> Add two numbers together with manipulatives. 	

	GOVERNMENT				
Ohio Benchmarks Grades 6-8	Assessment Activities 				Functional Curriculum
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	<ul style="list-style-type: none"> Describe the role of authority figures within the school or community. Develop classroom rules. Explain reason for specific rules or practices. Evaluate personal performance with respect to school rules. Vote in a class or school election. 	<ul style="list-style-type: none"> Identify authority figures in home or school. Identify and participate in voting process as a means to make decisions. Identify and follow classroom rules. Follow school procedures. Ask appropriate authority for assistance as needed. 	<ul style="list-style-type: none"> Gain attention of an authority figure in the classroom. Follow basic classroom rules or directions from classroom teacher. Make a selection during a voting process. 	<ul style="list-style-type: none"> Make purposeful gesture to gain the attention of an adult. 	
B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	<ul style="list-style-type: none"> Describe the basic structure of the US government. Define the basic functions of local and/or US government. Develop classroom rules. Explain reason for specific rules or practices. Evaluate personal performance with respect to school rules. 	<ul style="list-style-type: none"> Identify and follow classroom rules. Follow school procedures. 	<ul style="list-style-type: none"> Follow basic classroom rules or directions from classroom teacher. 	<ul style="list-style-type: none"> Redirect behavior when prompted. 	
C. Compare the defining characteristics of democracies, monarchies and dictatorships.	<ul style="list-style-type: none"> Describe the role of authority figures within the school or community. Describe the basic structure of the US government. 	<ul style="list-style-type: none"> Identify authority figures in home or school. Identify and participate in voting process as a means to make decisions. 	<ul style="list-style-type: none"> Gain attention of an authority figure in the classroom. Make a selection during a voting process. 	<ul style="list-style-type: none"> Make a choice between two pictures, objects, and symbols when given a choice. 	

	<ul style="list-style-type: none">• Define the basic functions of local an/or US government.• Vote in a class or school election.	<ul style="list-style-type: none">• Ask appropriate authority for assistance as needed.		
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	PEOPLE IN SOCIETIES				
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	<ul style="list-style-type: none"> Describe similarities and differences in how people meet human needs. Identify feelings or perspective of another individual in a discriminatory situation. Create a chart comparing activities or today and the past. Identify common food with a culture/country. 	<ul style="list-style-type: none"> Prepare foods from other cultures. Describe own biography, including family tree. Identify cultural differences between groups of people. Sort pictures representing activities. Clothing, or persons today and from the past. 	<ul style="list-style-type: none"> Identify own family members. Use a switch to participate in preparing food from other cultures. 	<ul style="list-style-type: none"> Identify pictures of family members. Identify people of authority. 	
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.	<ul style="list-style-type: none"> Identify major events/people in history that are associated with the cause for human equality. Create a chart comparing activities of today and the past. 	<ul style="list-style-type: none"> Identify cultural differences between groups of people. Identify similarities and differences between self and others. 		<ul style="list-style-type: none"> Develop basic interaction skills (appropriate eye contact, correct voice when speaking, ability to start a conversation, demonstrating good listening skills, answering questions appropriately and ability to continue conversations). 	
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	<ul style="list-style-type: none"> Describe similarities and differences in how people meet human needs. Identify art forms from a variety of cultures. Identify feelings or perspective of another individual in a discriminatory situation. Create a chart comparing activities of today and the past. 	<ul style="list-style-type: none"> Prepare foods from other cultures. Sort pictures representing activities, clothing, or persons today and from the past. 	<ul style="list-style-type: none"> Perform an active motor response in an activity related to cultural practice. 	<ul style="list-style-type: none"> Ask appropriate questions 	

	<ul style="list-style-type: none">• Identify common food with a culture/country.			
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		CITIZENSHIP RIGHTS AND RESPONSIBILITIES			
Ohio Benchmarks Grades 6-8	Assessment Activities			Functional Curriculum	
	High				Low
A. Show the relationship between civic participation and attainment of civic and public goals.	<ul style="list-style-type: none"> Follow rules of the classroom on a routine basis. Contribute suggestions to group planning. Identify ways to participate in the community. Evaluate own performance and identify ways to improve. Determine classroom or group goals and participate in developing a plan to achieve them. 	<ul style="list-style-type: none"> Complete own task when participating in a group project. Monitor turns of self and others in group activity and take turns appropriately. Participate in community-sponsored activities. 	<ul style="list-style-type: none"> Perform an active motor response to contribute to a group project. Take turns in group activities. Make a selection within a group activity. 	<ul style="list-style-type: none"> Take turns in the lunch line. Wait appropriately while others are finishing an activity or task. Take turns talking. Follow rules in public outings, games, in the classroom, and throughout school. Cooperate Make a selection for a reward to promote good behavior. Appropriately converse with others. Greet others appropriately. Respect the property of others. Demonstrate sensitivity to the needs of others. Demonstrate appropriate social skills when eating. Actively participate in an activity. 	
B. Identify historical origins that influenced the rights U.S. citizens have today.	<ul style="list-style-type: none"> Demonstrate sportsmanlike conduct in group activities. 	<ul style="list-style-type: none"> Identify personal needs or goals. 	<ul style="list-style-type: none"> Take turns in group activities. 	<ul style="list-style-type: none"> Take turns in the lunch line. Wait appropriately while others are finishing an activity or task. Take turns talking. Follow rules in public outings, games, in the classroom, and throughout school. Cooperate Make a selection for a reward to promote good behavior. 	

				<ul style="list-style-type: none">• Appropriately converse with others.• Greet others appropriately.• Respect the property of others.• Demonstrate sensitivity to the needs of others.• Demonstrate appropriate social skills when eating.• Actively participate in an activity.
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	SKILLS AND METHODS				
Ohio Benchmarks Grades 6-8	Assessment Activities High  Low				Functional Curriculum
A. Analyze different perspectives on a topic obtained from a variety of sources.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Use multiple sources of information to plan or complete an activity. 	<ul style="list-style-type: none"> Identify reliable sources of information or assistance. Ask questions to get information. Locate identified information for a purpose in common resources. 	<ul style="list-style-type: none"> Use a switch to ask an information question. Use a communication device to answer a question. 	<ul style="list-style-type: none"> Respond with caution and courtesy in classroom and community situations. <ul style="list-style-type: none"> Recognize lures Identify danger areas Identify where to go when lost, abused, or in danger 	
B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	<ul style="list-style-type: none"> Organize information on charts and graphs. Use organizational tools or strategies to plan or complete activities. Gather information and report on a social studies topic. 	<ul style="list-style-type: none"> Sort information according to designated categories. Retell an event in proper sequence. 	<ul style="list-style-type: none"> Use a switch to ask an information question. 	<ul style="list-style-type: none"> Retell and demonstrate proper pedestrian safety rules when crossing the street.. 	
C. Present a position and support it with evidence and citation of sources.	<ul style="list-style-type: none"> Identify a problem and use resources to come to a conclusion. Gather information and report on a social studies topic. 	<ul style="list-style-type: none"> State main idea on a given topic from oral, print, or visual sources. Identify reliable sources of information or assistance. Deliver an informational report. 	<ul style="list-style-type: none"> Use a switch to report information on a topic of interest. Use a communication device to answer a question. 	<ul style="list-style-type: none"> Demonstrate ability to protect oneself. <ul style="list-style-type: none"> Know or carry personal identification Identify need for locking doors and windows Avoid interaction with unfamiliar animals Identify need to seek help when harassed by peers. Identify need to avoid interactions with strangers at home. 	

D. Work effectively in a group.

- Follow simple steps of a problem solving process for a real life problem.

- Follow simple steps to solve a problem.

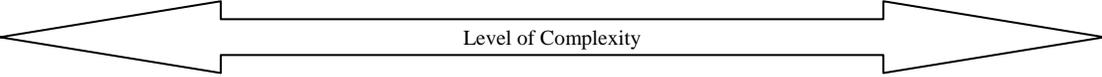
- Use a switch to ask an information question.

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FUNCTIONAL CURRICULUM

GRADES 9-12

SOCIAL STUDIES

		HISTORY					
Ohio Benchmarks Grades 9-12		Assessment Activities			Functional Curriculum		
		High			Low		
<p>A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p>		<ul style="list-style-type: none"> Describe the differences in daily life today and daily life in a specific time in history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Sequence events on a timeline using pictures. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. Compare the differences in weather throughout the week and between different seasons. 		
<p>B. Explain the social, political and economic effects of industrialization. Use historical interpretations to explain current issues.</p>		<ul style="list-style-type: none"> Describe the differences in daily life today and daily life in a specific time in history. Retell information about an event in world or US history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Sequence events on a timeline using pictures. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Report on a current event in the newspaper or news. Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. Compare the differences in weather throughout the week and between different seasons. Demonstrate an understanding of cause and effect in any life situation. 		

<p>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.</p>	<ul style="list-style-type: none"> Describe the differences in daily life today and daily life in a specific time in history. Retell information about an event in world or US history. Use a timeline to describe history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Sequence events on a timeline using pictures. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Identify the people that have been in your past. Make a timeline of your life. Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. Compare the differences in weather throughout the week and between different seasons.
<p>D. Connect developments related to World War I with the onset of World War II</p>	<ul style="list-style-type: none"> Describe the differences in daily life today and daily life in a specific time in history. Retell information about an event in world or US history. Retell information about an event in world or US history. Use a timeline to describe history. Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Sequence events on a timeline using pictures. Match famous people with events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Will participate in different activities focusing on United States history. Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. Compare the differences in weather throughout the week and between different seasons.
<p>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</p>	<ul style="list-style-type: none"> Describe the differences in daily life today and daily life in a specific time in history. Retell information about an event in world or US history. Retell information about an event in world or US history. Use a timeline to describe history. Identify key persons, events, or holidays related to US history. 	<ul style="list-style-type: none"> Retell information related to an event or person in history. Sequence events on a timeline using pictures. Match famous people with events. Identify key factors in relation to current events. 	<ul style="list-style-type: none"> Use a communication device to participate in retelling a series of historical events. 	<ul style="list-style-type: none"> Identify key factors of daily living tasks or any events currently happening in your personal life. Task analysis of daily living skills. Use a picture schedule to show what you did that day or at a past event. Sequence own daily schedule using pictures or words. Construct a family tree. Compare the differences in weather throughout the week and between different seasons.

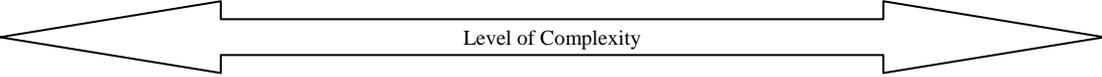
F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

- Describe the differences in daily life today and daily life in a specific time in history. Retell information about an event in world or US history.
- Retell information about an event in world or US history.
- Use a timeline to describe history. Identify key persons, events, or holidays related to US history.

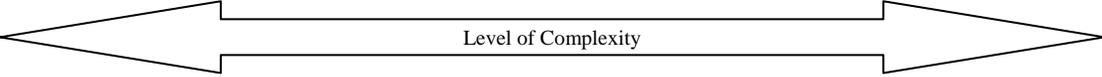
- Retell information related to an event or person in history.
- Sequence events on a timeline using pictures.
- Match famous people with events.
- Identify key factors in relation to current events.

- Use a communication device to participate in retelling a series of historical events.
- Communicate about a series of activities in personal life.
- Select pictures on a daily/weekly calendar to organize events.

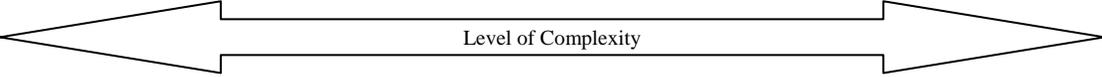
- Identify important events on a calendar.
- Task analysis of daily living skills.
- Make a personal schedule to follow throughout the day/week.
- Task analysis of daily living skills.
- Use a picture schedule to show what you did that day or at a past event.
- Sequence own daily schedule using pictures or words.
- Construct a family tree.
- Compare the differences in weather throughout the week and between different seasons.

		GEOGRAPHY					
Ohio Benchmarks Grades 9-12		Assessment Activities			Functional Curriculum		
		High			Low		
<p>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p>		<ul style="list-style-type: none"> Identify specific landforms. Identify resources specific to land and water areas. 	<ul style="list-style-type: none"> Identify common landforms or vegetation in local region. Create a map of community locations. Distinguish between city and rural areas in pictures. 		<ul style="list-style-type: none"> Identify bank, emergency building, grocery store, house and other important locations around the city. Identify which animals live in the water and which live on land. Locate home on a local map. Locate state you live in. Locate places in the school (office, library, bathroom, nurse, gym etc.) See grades 6-8 and 3-5 Demonstrate an understanding of the differences in jobs within the community. 		
<p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</p>		<ul style="list-style-type: none"> Identify resources specific to land and water areas. Identify purposes for land use. Create and/or use maps relative to environment. Demonstrate comprehension of concepts of directionality. Locate information on a map. 	<ul style="list-style-type: none"> Create a map of community locations. Distinguish between city and rural areas in pictures. Find locations on a map. Identify activities that are appropriate to specific locations. Identify landmarks on a picture map. State personal information. Identify whether a location is near or far from home or school. 	<ul style="list-style-type: none"> Use a switch to state personal address or town. Navigate to specific locations within the school or community. Follow directions related to location/direction. 	<ul style="list-style-type: none"> Identify north, south, east, and west on a map. Order delivery stating name and address. Send a holiday letter Follow safety procedures for a fire, tornado, or lock down drill. Identify where vegetation grows (in a tree or in the ground etc). See grades 6-8 and 3-5 Identify bank, emergency building, grocery store, house and other important locations around the city. 		

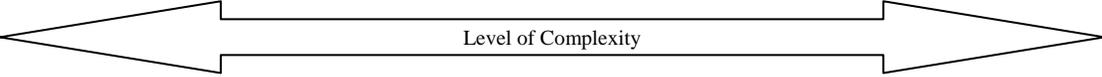
				<ul style="list-style-type: none"> • Follow the rules in a variety of social situations within the community. • Identify which animals live in the water and which live on land. • Locate home on a local map. • Locate state you live in. • Locate places in the school (office, library, bathroom, nurse, gym etc.) • See grades 6-8 and 3-5
<p>C. Analyze the patterns and processes of movement of people, products and ideas. Use appropriate data sources and geographic tools to analyze and evaluate public policies.</p>	<ul style="list-style-type: none"> • Describe or illustrate distance in terms of miles or travel time. • Describe or illustrate plans to travel to a desired destination. • Follow directions to travel to a specific location in the school or community. 	<ul style="list-style-type: none"> • Identify whether a location is near or far from home or school. • Identify forms of transportation from one location to another. • Follow simple directions to an identified location in the school/classroom. 	<ul style="list-style-type: none"> • Navigate to specific locations within the school or community. • Follow directions related to location/direction. • Use a switch to give directional instructions. 	<ul style="list-style-type: none"> • See grades 6-8 and 3-5 • Identify bank, emergency building, grocery store, house and other important locations around the city. • Identify which animals live in the water and which live on land. • Locate home on a local map. • Locate state you live in. • Locate places in the school (office, library, bathroom, nurse, gym etc.) • See grades 6-8 and 3-5 • Learn about current events within the community.

		ECONOMICS			
Ohio Benchmarks Grades 9-12	Assessment Activities			Functional Curriculum	
	High				Low
A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.	<ul style="list-style-type: none"> • Compare prices of similar items. • Identify jobs where people earn money. • Identify skills/education required for specific jobs. • Plan a budget for a specific activity. • Identify personal needs and community source of support. • Use a variety of information sources to locate needed goods and/or services. 	<ul style="list-style-type: none"> • Identify basic human needs that must be purchased. • Identify ways to earn money. • Identify items/services necessary for an activity. • Match coupon and/or ads to items to be purchased. • Match community resources with needed goods or services. 	<ul style="list-style-type: none"> • Select an item for purchase. • Use money to purchase goods at school. 	<ul style="list-style-type: none"> • Participate in a vocational activity or “job” within the school environment. • Use a switch to make a purchase within the school environment. • 	
B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability. Identify factors which inhibit or spur economic growth and cause expansions or recessions.	<ul style="list-style-type: none"> • Identify personal needs and community source of support. • Use a variety of information sources to locate needed goods and/or services. • Use basic banking activities. • Explain impact of tax on cost of total purchase. 	<ul style="list-style-type: none"> • Match community resources with needed goods or services. 	<ul style="list-style-type: none"> • Participate in a token economy in the classroom environment. 	<ul style="list-style-type: none"> • Participate in a vocational activity to earn rewards within the classroom. Develop and demonstrate the ability to work in a group as a team on a vocational activity. 	

<p>C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.</p>				<ul style="list-style-type: none"> • Develop and demonstrate the ability to work in a group as a team on a vocational activity.
<p>D. Analyze the role of fiscal and regulatory policies in a mixed economy.</p>				<ul style="list-style-type: none"> • Demonstrate the desire to receive a reward for completing a task.
<p>E. Explain the use of a budget in making personal economic decisions and planning for the future.</p>				<ul style="list-style-type: none"> • Earn a paycheck for performed services.

		GOVERNMENT			
Ohio Benchmarks Grades 9-12	Assessment Activities			Functional Curriculum	
	High			Low	
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.	<ul style="list-style-type: none"> • Vote in a class or school election. • Describe the basic structure of the US government. • Define the basic functions of local and/or US government. • Develop classroom rules. • Explain reason for specific rules or practices. • Evaluate personal performance with respect to school rules. 	<ul style="list-style-type: none"> • Identify and participate in voting process as a means to make decisions. • Identify and follow classroom rules. • Follow school procedures. 	<ul style="list-style-type: none"> • Follow basic classroom rules or directions from classroom teacher. • Make a selection during a voting process. 	<ul style="list-style-type: none"> • Make a choice between two pictures, objects, or symbols. • Use a communication device to make a choice. 	
B. Analyze the differences among various forms of government to determine how power is acquired and used. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.	<ul style="list-style-type: none"> • Describe the basic structure of the US government. • Define the basic functions of local and/or US government. • Develop classroom rules. • Explain reason for specific rules or practices. • Evaluate personal performance with respect to school rules. • Describe the role of authority figures within the school or community. 	<ul style="list-style-type: none"> • Identify and follow classroom rules. • Follow school procedures. • Ask appropriate authority for assistance as needed. • Identify authority figures in home or school. 	<ul style="list-style-type: none"> • Follow basic classroom rules or directions from classroom teacher. • Gain attention of an authority figure in the classroom. 	<ul style="list-style-type: none"> • Make a choice between two pictures, objects, or symbols. • Use a communication device to make a choice. 	

C. Analyze how citizens participate in the election process in the United States.				
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		PEOPLE IN SOCIETIES			
Ohio Benchmarks Grades 9-12		Assessment Activities		Functional Curriculum	
		High	 Level of Complexity	Low	
A. Analyze the influence of different cultural perspectives on the actions of groups. Analyze how issues may be viewed differently by various cultural groups.	<ul style="list-style-type: none"> Describe similarities and differences in how people meet human needs. Create a chart comparing activities of today and the past. Identify common food with a culture/country. 	<ul style="list-style-type: none"> Describe own biography, including family tree. Prepare foods from other cultures. Identify cultural differences between groups of people. Sort pictures representing activities, clothing, or persons today and from the past. 	<ul style="list-style-type: none"> Identify own family members. Use a switch to participate in preparing food from other cultures. 	<ul style="list-style-type: none"> Follow a recipe in correct sequence. Gather necessary ingredients, supplies and utensils for given recipe. Discriminate between hot and cold food. Use appropriate language. Categorize food into different cultures and food groups. Plan nutritional cultural meals. Reacting appropriately to situations Demonstrate coping skills. Respecting others' opinions Cause and effect Task analysis of acting appropriately. 	
B. Analyze the consequences of oppression, discrimination and conflict between cultures. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts	<ul style="list-style-type: none"> Identify feelings or perspective of another individual in a discriminatory situation. Identify major events/people in history associated with the cause for human equality. 	<ul style="list-style-type: none"> Identify similarities and differences between self and others. 		<ul style="list-style-type: none"> Respect differences in others Touch others appropriately Assist others when asked Share things Follow rules Use polite words such as please and thank you. Be aware of the effect of body language. Get attention of others appropriately. 	

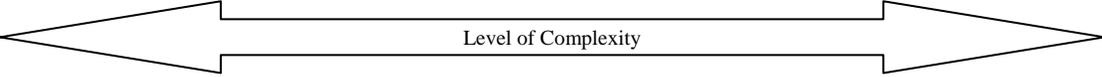
C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices. Explain the role of diverse cultural institutions in shaping American society.

- Create a chart comparing activities of today and the past.
- Identify common food with a culture/country.
- Identify art forms from a variety of cultures.

- Prepare foods from other cultures.
- Identify cultural differences between groups of people.
- Sort pictures representing activities clothing, or persons today and from the past.

- Use a switch to participate in preparing food from other cultures.
- Perform an active motor response in an activity related to cultural practice.

- Respect differences in others
- Touch others appropriately
- Assist others when asked
- Share things
- Follow rules
- Use polite words such as please and thank you. Reacting appropriately to situations
- Demonstrate coping skills.
- Respecting others' opinions
- Cause and effect
- Task analysis of acting appropriately
- Be aware of the effect of body language.
- Get attention of others appropriately.
- The student will listen to the teacher.
- Will perform tasks when asked by the teacher.
- Follow classroom rules.
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		CITIZENSHIP RIGHTS AND RESPONSIBILITIES				
Ohio Benchmarks Grades 9-12		Assessment Activities		Functional Curriculum		
		High		Low		
<p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution. Evaluate various means for citizens to take action on a particular issue.</p>		<ul style="list-style-type: none"> • Contribute suggestions to group planning. • Determine classroom or group goals and participate in developing a plan to achieve them. • Identify ways to participate in the community. 	<ul style="list-style-type: none"> • Identify personal needs or goals. 		<ul style="list-style-type: none"> • Take turns in the lunch line. • Wait appropriately while others are finishing an activity or task. • Take turns talking. • Follow rules in public outings, games, in the classroom, and throughout school. • Cooperate • Make a selection for a reward to promote good behavior. • Appropriately converse with others. • Greet others appropriately. • Respect the property of others. • Demonstrate sensitivity to the needs of others. • Demonstrate appropriate social skills when eating. • Actively participate in an activity. • Be able to vote in an election • Identify places to register to vote • Register to vote • Follow procedures in preparing to vote. • Utilize the voting machine correctly. 	

B. Explain how individual rights are relative not absolute, and describe the balance between individual rights, the rights of others and the common good. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

- Contribute suggestions to group planning.
- Determine classroom or group goals and participate in developing a plan to achieve them.
- Identify ways to participate in the community.
- Demonstrate sportsmanlike conduct in group activities.
- Follow rules of the classroom on a routine basis.
- Evaluate own performance and identify ways to improve.

- Identify personal needs or goals.
- Complete own task when participating in a group project.
- Monitor turns of self and others in group activity and takes turns appropriately.
- Participate in community-sponsored activities.

- Make a selection within a group activity.
- Perform an active motor response to contribute to a group project.
- Take turns in group activities.

- Be able to vote in an election
- Identify places to register to vote
- Register to vote
- Follow procedures in preparing to vote.
- Utilize the voting machine correctly.
- Use park or yard for outdoor activities.
- Attend social events.
- Read entertainment section of newspaper to locate time and place of movie or event.
- Use transportation to a movie or event.
- Use indoor leisure equipment
- Develop and demonstrate the ability to participate in group indoor activities.
- Be able to vote in an election
- Identify places to register to vote
- Register to vote
- Follow procedures in preparing to vote.
- Utilize the voting machine correctly.

	SKILLS AND METHODS				
Ohio Benchmarks Grades 9-12	Assessment Activities High ← Level of Complexity → Low				Functional Curriculum
A. Evaluate the reliability and credibility of sources. Obtain and evaluate information from public records and other resources related to a public policy issue.	<ul style="list-style-type: none"> Distinguish between fact and opinion. Use multiple sources on information to plan or complete an activity. 	<ul style="list-style-type: none"> Ask questions to get information. Identify reliable sources of information or assistance. Sort information according to designated categories. Locate identified information for a purpose in common resources. 	<ul style="list-style-type: none"> Use a switch to ask an information question. 	<ul style="list-style-type: none"> Use the escalator and elevator appropriately. Use a vending machine. Use a public or school library. 	
B. Use data and evidence to support or refute a thesis. Critique data and information to determine the adequacy of support for conclusions.	<ul style="list-style-type: none"> Use multiple sources of information to plan or complete an activity. Identify a problem and use resources to come to a conclusion. Follow simple steps of a problem solving process for a real life problem. Organize information on charts, graphs. Use organizational tools or strategies to plan or complete activities. 	<ul style="list-style-type: none"> Sort information according to designated categories. Locate identified information for a purpose in common resources. Deliver an informational report. Follow simple steps to solve a problem. State main idea on a given topic from oral, print, or visual sources. Retell an event in proper sequence. 	<ul style="list-style-type: none"> Use a switch to ask an information question. Use a communication device to answer a question. Use a switch to report information on a topic of interest. 	<ul style="list-style-type: none"> Use fast food restaurant in the community. Use a sit down restaurant in the community. Evaluate own work habits. Demonstrate career awareness <ul style="list-style-type: none"> Learn vocabulary associated with jobs Differentiate work from other activities Develop positive feelings toward work Explore a wide variety of jobs Explore individual strengths and weaknesses Identify several career choices 	
C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.					

<p>D. Work in groups to analyze an issue and make decisions.</p>				<ul style="list-style-type: none">• Demonstrate and develop employability skills.<ul style="list-style-type: none">○ Increase stamina and endurance○ Follow instructions○ Accept criticism and praise○ Maintain an even temperament○ Exhibit flexible behavior○ Follow the schedule• Accept change in the schedule.
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