

VIA CENTER SCHOOL

COURSE OF STUDY

VIA CENTER COURSE OF STUDY

Section One: Background for the Course of Study: Via Center is situated within the Berkeley Unified School District and must align its curriculum and instructional materials with those of the district. For "students with IEP's", Berkeley's educational model is one of inclusion. Goals and objectives are based on the state's content standards for general education as is the Instructional Materials list. Despite its model of inclusion, Berkeley does have some classes for students who, like Via Center students, must access the general curriculum through alternate means. For these students, access to the general curriculum is provided through the alternate curriculum aka the California Content Standards for Students with Significant Disabilities. The SEACO (Special Education Administrators of County Offices) curriculum is based upon these standards and is used by both Berkeley Unified and Via Center. SEACO is published by Lakeshore Publishers and is designed for students with significant disabilities grade k-12+

Your instructions regarding the Course of Study asked schools not to send in the California Standards or the LEA's curriculum as the Course of Study. Ours is a standards-based Course of Study but it is not a "canned" document. To create the Course of Study, we went through the standards carefully and selected only those standards that were meaningful for our students.

We wanted to align the standards with suggested activities and materials and chose a "tables" format to communicate the information efficiently. The pages of the Course of Study are divided into six columns. Moving from left to right, the first column gives the alternate standard in bold print with the general-ed standard in parentheses and CAPA levels noted at the bottom of the box. The next column gives the Functional Performance Indicators. The next two columns are check boxes to indicate whether the standard is used for IEP's and/or general instruction. The next column lists some of the activities that may be used to teach the standard. The final column is for instructional materials needed.

The Course of Study is divided into four parts:

Section One: Section One gives the background and composition of the Course of Study

Section Two: Section Two is divided into two parts. First is the "Areas of Emphasis for Grades K-12+ and describes those graded general-ed standards that our students may be instructed in or exposed to. The second part covers skills to be addressed with all students throughout the school day. (All Via students are either "working towards working" on these skills or actually working on them, working on generalizing these skills or showing that they have actually mastered and are using them. Usually the skills described in the second part of Section Two are not taught as instructional units but are taught during the natural teaching moments that occur throughout the day.

Sections Three and Four: Sections Three and Four present the Courses of Study for Classrooms A and B. It should be noted that many of the textbooks cited are not used as texts by our students but as sources of information to be modified to suit our students abilities and needs.

Thematic Units

The monthly thematic units may involve lessons, drama projects, games, art projects and decorations, music, cooking projects, parties and field-trips based on the current month's theme. Thematic units throughout the year include:

September: Seasons, Nutrition

October, Harvest, Indigenous Peoples

November: Veterans, Thanksgiving

December: Holidays around the world, Family

January: Martin Luther King Jr, Winter

February: Presidents, Dental Health

March: Spring, Myths/Legends

April: Earth-day, Rainforests

May: Memorial Day, Mother'

June: Flag Day, Father's Day

Enrichment Areas for K-12+ Students

In addition to their IEP goals and objectives, students in the Moderate to Severe range of disabilities may be instructed in or exposed to the following core curriculum areas aligned with the general-ed curriculum and listed by grade.

Grade K

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Understanding the relationship between numbers and quantities, using manipulatives to solve addition and subtraction problems, identifying, sorting, and classifying objects by attribute, sorting objects that are same and different, identifying and extending simple patterns, understanding the concept of time and units to measure it, understanding comparisons between length and weight

HISTORY/SOCIAL SCIENCE:

Understanding the basic expectations of being a good citizen (sharing, being honest, etc.), recognizing national and state symbols, understanding the types of work that needs to be done and the people who do it (community workers, school employees, etc.), summarizing the key events of the era they are studying and their historical significance, comparing and contrast the locations of people, places and environments, putting events in temporal order, understanding that history relates to events, people, and places of other times

SCIENCE:

PHYSICAL SCIENCE: Observing, exploring and describing materials with different physical properties, knowing water can change back and forth from a solid and liquid, knowing that water evaporates

LIFE SCIENCE: Observing, exploring and describing plants and animals with different physical properties, knowing that literature sometimes gives plants and animals qualities they don't really have (hands, mouths, etc.), identifying major structures of common plants and animals

EARTH SCIENCE: Knowing the characteristics of local landforms (mountains, rivers, oceans, valleys, etc.), understanding the types of weather changes that occur and how that affects the life around them

VISUAL AND PERFORMING ARTS:

Distinguishing between different types of dancing, creating movements to music, talking about, playing and singing music for different purposes (rhyming, opera, classical, etc.), developing audience skills, comparing real and fantasy stories, talking about their art, acting out stories, drawing simple shapes and pictures, pointing to different images and recognizing different types of art (sculpture, photography, painting, drawing, etc.)

PHYSICAL EDUCATION:

Demonstrating motor skills and movement patterns (manipulating balls, rolling, balancing, moving past other people, etc.), maintaining fitness, understanding the parts of the body used during exercise, understanding how exercise affects their bodies and overall health

Grade 1

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Counting, reading, writing and comparing whole numbers to 100, knowing addition and subtraction facts (sums to 20), continuing and explaining simple patterns

HISTORY/SOCIAL SCIENCE:

Describing and following basic rules and laws, understanding the importance of cooperation and respect, locating significant locations on the map (California, the United States, the seven continents, and the four oceans), comparing and contrasting everyday life in different times and places, describing the diversity of the US population, understanding basic money skills

SCIENCE:

PHYSICAL SCIENCE: Observing, exploring and describing materials that come in different forms, knowing that the properties of substances can change when the substances are mixed, cooled or heated

LIFE SCIENCE: Observing, exploring and describing the ways that plants and animals meet their different needs

EARTH SCIENCE: Knowing that weather can be observed, measured and described, knowing that weather changed from day to day but that trends in temperature or precipitation tend to be predictable during a season

VISUAL AND PERFORMING ARTS:

Performing short movement problems and short movement sequences, working with others to solve movement problems, describing the experience of dancing two different dances, singing with appropriate range, improvising simple rhythmic accompaniments using body percussion or classroom instruments, using vocabulary specific to different artistic disciplines, developing the vocabulary to critique and describe art, identifying the cultural and geographic origins of stories, using texture in two dimensional and three-dimensional works of art, identifying and describing various subject matter in art (e.g., landscapes, seascapes, portraits, still life)

PHYSICAL EDUCATION:

Demonstrating motor skills and movement patterns needed to perform a variety of physical activities, varying body position to achieve different physical results, assessing and maintaining personal fitness goals, understanding how exercise affects their bodies and overall health

Grade 2

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Counting, reading, writing and comparing whole numbers to 1,000, understanding the inverse relationship between addition and subtraction to solve problems, finding the sum or difference of two whole numbers up to three digits long, measuring and describing the length of objects to nearest inch or centimeter, collecting, recording, organizing and displaying data on graphs, demonstrating and explaining patterns, borrowing, skip counting, counting groups of coins, aligning columns, reviewing time equivalencies, telling time and understanding money

HISTORY/SOCIAL SCIENCE:

Differentiating between things that happened a long time ago and things that have happened in the recent past, demonstrating map skills, explaining governmental institutions and practices, understanding basic economic concepts, and understanding the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives

SCIENCE:

PHYSICAL SCIENCE: Knowing that the motion of objects can be observed, manipulated, measured and described, knowing that tools and machines are used to make things move, knowing that objects fall to the ground unless something holds them up, knowing that magnets can be used to make objects move, knowing sound is made by vibrating objects and can be described by pitch and volume

LIFE SCIENCE: Understanding that plants and animals have predictable life cycles, that characteristics are inherited from previous generations, that there is variation amongst members of each part of the population, knowing that light, gravity, touch or environmental stress can affect the germination, growth and development of plants, knowing flowers and trees are associated with reproduction in plants

EARTH SCIENCE: Comparing the physical properties of different kinds of rocks, knowing smaller rocks come from larger rocks, recognizing that soil supports life, varies greatly and is made partially from weathered rock and partly from organic material, recognizing that fossils provide evidence about life from the past, developing greater understanding by asking meaningful questions and through experimentation

VISUAL AND PERFORMING ARTS:

Performing short movement problems, naming and performing social and traditional dances from various cultures, performing simple patterns of pitch, improvising simple rhythmic and melodic accompaniments using voice and a variety of classroom instruments, using vocabulary specific to different artistic disciplines, developing the vocabulary to critique and describe art

PHYSICAL EDUCATION:

Moving within boundaries, traveling at increased speeds, transferring weight from hands to feet and feet to hands, landing with control, increasing the variety of their movements (jumping, bending, skipping, leaping, etc.), manipulating recreational equipment with control and intent of target and speed, continuing to monitor and assess the physical and emotional impact of own fitness goals

Grade 3

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Identifying the place value for each digit in numbers to 10,000, using expanded notation to represent numbers ($3,000 + 200 + 6 = 3,206$), finding the sum or difference of two whole numbers between 0 and 10,000, memorizing multiplication table, adding and subtracting simple fractions, estimating and determining area and volume, finding perimeters, identifying geometric attributes, examining probability outcomes

HISTORY/SOCIAL SCIENCE:

Describing geography and using a variety of materials to organize information about people and places, describing the American Indian nations, sequencing local historical events

SCIENCE:

PHYSICAL SCIENCE: Understanding different forms and the nature of energy, knowing matter has three forms: solid, liquid, gas, knowing evaporation and melting occur because of heat, knowing that when substances are combined new substances are formed, that all matter is made of small particles called atoms, that light has a source and can travel and be blocked or reflected, that the color of light striking and object affects the way the object is seen, and that an object is seen when light traveling from the object enters the eye

LIFE SCIENCE: Understanding that adapting the physical structure, behavior or care of living things affects their chance for survival, that different types of living things require different environments to survive, that living things cause changes in the environment - some detrimental, some beneficial, understanding extinction

EARTH SCIENCE: Recognizing changes in the patterns of objects in the sky (sun, stars, moon), recognizing the moon's cycle, knowing that telescopes magnify, knowing that Earth is one of the multiple planets that orbit the sun and that the moon orbits Earth

VISUAL AND PERFORMING ARTS:

Combining and performing basic locomotion skills, performing short movement problems, comparing and contrasting the role of the performer with that of a member of the audience, creating and memorizing movement sequences with a partner or a small group, discussing the role of art in ceremonial and social events, reading, writing and performing simple rhythms, identifying different musical components to songs (e.g., melody, rhythm, harmony), comparing and contrasting foreground, middle ground and background, different works of art, and the use of different art tools and media (e.g., watercolor, tempera, computer), creating art based on the observation of objects and scenes, identifying and discussing different artists,

PHYSICAL EDUCATION:

Moving body while manipulating exercise equipment, increasing balance while in a variety of positions, participating in organized movement group activities, playing chase and flee games, demonstrating motor skills and movement patterns (manipulating balls, rolling, balancing, moving past other people, etc.), maintaining fitness, understanding the parts of the body used during exercise, continuing to understand and assess how exercise affects their bodies and overall health

Grade 4

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Using the concept of negative and positive numbers, using number lines, using parentheses in equations, understanding the order of operations and substitution

HISTORY/SOCIAL SCIENCE:

Distinguishing between north and south, identifying the locations of the Pacific Ocean, rivers, valleys, and mountain passes, etc., describing the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions, understanding the significance of the Gold Rush, the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, understanding the agricultural and industrial development of California

SCIENCE:

PHYSICAL SCIENCE: Recognizing that electricity and magnetism are related and that electrically charged objects attract or repel each other, that electrical energy can be converted to heat, light, and motion

LIFE SCIENCE: Recognizing that all organisms need energy and matter to live and grow, that producers and consumers are related in food chains and food webs and may compete for resources, that decomposers (e.g., fungi, insects, micro-organisms) recycle matter from dead plants and animals, that living things depend on one another and on their environment (ecosystems)

EARTH SCIENCE: Recognizing that the properties of rocks and minerals reflect the processes that formed them, identifying common rocks/minerals (quartz, mica, etc.), knowing that some changes in the earth are due to slow processes (erosion) and some are due to fast ones (mudslides, volcanic eruptions, earthquakes, etc.), understanding that freezing and thawing affects growth and causes the break down of rocks

VISUAL AND PERFORMING ARTS:

Demonstrating mental concentration and mental control during performances and while constructing work, naming types of musical accompaniment, composing and improvising simple rhythmic and melodic patterns on classroom instruments, designing or creating costumes, props, makeup or masks, comparing and contrasting the impact that different types of art have on their audience (comedy, tragedy, etc.), singing a variety of music from different cultures, identifying and discussing the content of works how art in the past and present, focusing on different cultural contributions

PHYSICAL EDUCATION:

Performing different balancing stunts with a partner, changing direction quickly, jumping a self-turned rope, throwing and catching objects with a partner, kicking a ball back and forth with a partner, stopping a ball thrown or kicked, dribbling a ball, moving body into best position for specific physical activities, designing routines to music, increasing the duration and level of participation in exercise routines, continuing to understand and assess how exercise affects their bodies and overall health

Grade 5

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Establishing consistent basic fact recall, completing mental addition, rounding off numbers in the hundreds, thousands and tens, understanding place value, understanding measurement equivalencies, understanding long division, working with negative numbers, working with percents

HISTORY/SOCIAL SCIENCE:

Describing early settlements (e.g., cliff dwellers, pueblo people, nomadic nations, woodland peoples, etc.), tracing the routes of early explorers, describing the cooperation and conflict between American Indians and settlers, understanding the cause, course and consequences of the American Revolution, describing the significance of and the people and events associated with the US Constitution, knowing the location of the current 50 states

SCIENCE:

PHYSICAL SCIENCE: Understanding that elements and combinations account for all matter, that atoms combine to form minerals, that metals have properties in common, that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties

LIFE SCIENCE: Developing and understanding for the different systems present in living things (e.g., respiration, digestion, waste disposal), that blood circulates throughout the heart, lungs, and body, understanding the steps of digestion (the role of the mouth, esophagus, stomach, etc.) and the role of other major body organs, understanding similar systems in plants and other living organisms

EARTH SCIENCE: Recognizing that water moves via the process of evaporation, condensation, and precipitation, that it can travel and move in many forms (clouds, fog, rain, hail, sleet, etc.), that fresh water is limited, and understanding the source of local drinking and household water; understanding that the solar system consists of planets and other bodies that orbit the sun in a predictable path

VISUAL AND PERFORMING ARTS:

Demonstrating focus, physical control and coordination, using art specific vocabulary, demonstrating a greater repertoire of movement skills, establishing criterion for critiquing art and for choosing preferences, using linear perspective to depict geometric shapes, identifying different types of tempo in musical pieces, explaining the emotional impact created by different forms of art, explaining the role of music in community events, describing what is required to develop different types of artistic ability, dramatizing or depicting events, identifying how different types of art can be affected by big events (history, current events, personal experiences), researching and reporting on different careers in the arts and how their works affect our everyday life

PHYSICAL EDUCATION:

Performing simple small-group balancing stunts, jumping for height and distance, jumping rope with others, using and manipulating properly a variety of sports equipment (Frisbee, baseball glove, bat, football, etc.), continuing to design routines to music and to understand and assess how exercise affects their bodies and overall health

Grade 6

LANGUAGE ARTS

READING: Identifying the parts of a book, using pictures to make story predictions, retelling familiar stories, asking and answering questions about text, following words front left to right and top to bottom, understanding that print provides information, understanding about letters, words and sounds and applying this knowledge to explore sounds, decode words, and read simple sentences

WRITING: Writing legible words and sentences, using letters and phonetically spelled words to relate information about personal experiences, writing CVC words, moving from left to right and top to bottom, writing properly spaced upper and lower case letters

LISTENING AND SPEAKING: Using complete and coherent sentences, understanding and following simple directions, delivering brief oral presentations about familiar issues, using descriptive words (color, size, etc.)

MATHEMATICS:

Increasing fluency with long-division, converting percents, decimals and fractions, using exponents to show the multiples of a single factor, finding the least common multiple and greatest common divisor, calculating discounts, interest and tips, and multiplying and dividing fractions

HISTORY/SOCIAL SCIENCE:

Topics focused on include: the documents of American democracy, civil society, the three branches of government, the US Supreme Court, elections, governmental powers, the effect of media on politics, the quest for political democracy, and the tensions within our constitutional democracy.

SCIENCE:

PHYSICAL SCIENCE: Understanding that plate tectonics account for important features of Earth's surface and major geologic events, that Earth is composed of several layers (cold, brittle lithosphere, hot convecting mantle, dense, metallic core), that topography is reshaped by the weathering of rock and soil by sediment and water, and that heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature, and that when fuel is consumed energy is released

LIFE SCIENCE: Knowing that organisms in ecosystems exchange energy and nutrients, and that sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation

VISUAL AND PERFORMING ARTS:

Assessing and deriving meaning from dance, music, theatrical performances, and visual arts, applying what they have learned to create and discuss their own artistic projects, identifying and describing the different jobs involved in performances (lighting, set design, costuming, etc.), identifying how different types of art can be affected by big events (history, current events, personal experiences), identifying and researching different careers in the arts (theatre, commercials, movies, TV, illustrator, fine artist, orchestra member, etc.), establishing criterion for selecting and omitting own art for exhibition

PHYSICAL EDUCATION:

Volleying an object with a partner, striking and object consistently, performing prescribed dance moves, combining movements in complex individual and group activities, increasing team game skills to include passing and object manipulation, continuing to understand and assess how exercise affects their bodies and overall health

Grade 7

READING/LANGUAGE ARTS:

Identifying idioms, analogies, metaphors, and similes in prose and poetry. Attention is in expository reading including textbooks, reference works, magazines, newspapers, online information, and public documents. Literature that are appropriate to the age and reading level and are varied in culture and themes. Students are expected to produce documents with a word-processing program and organize information gathered in the research process. Major genre of literature: Prose.

MATHEMATICS:

Focus is on manipulating numbers and equations and understanding general principles at work. Pythagorean theorem, exponents, ratios, graphing linear functions, computing surface and volume, as well as measurement conversions are reviewed.

HISTORY/SOCIAL SCIENCE:

Focus is on World History and Geography, specifically examining events from A.D. 500-1789. Topics include: The rise and fall of the Roman Empire, the civilizations of: Islam in the Middle Ages, China in the Middle Ages, sub-Saharan civilizations of Ghana and Mali in Medieval Africa, Ancient Japan, Medieval Europe, and Meso-American and Andean. Focus is then shifted to the Renaissance, the Reformation, the Scientific Revolution, and ends with the Age of Enlightenment.

SCIENCE:

Focus is on life sciences, including topics such as: cell biology, genetics, evolution, earth and life history, structure and function in living systems, physical principles in living systems, investigation and experimentation.

VISUAL AND PERFORMING ARTS:

Visual and performing arts are included in the curriculum as a means of improving the quality and breadth of education of students. In grades 7-12, emphasis is placed upon the development of students' aesthetic appreciation of the arts and the development of creative expression. All students are provided with opportunities to develop self-expression skills with accommodations and modifications made as needed.

Grade 8

READING/LANGUAGE ARTS:

Using informational materials for reading are a focus. Familiarity with the basic elements of story grammar: evaluating elements of the plot, compare/contrast character motivations, analyze relevance of the setting, identify and analyze recurring themes, and identify elements of the writer's style. Students are expected to plan and conduct multiple-step information searches. Major genre of literature: Poetry.

MATHEMATICS:

In grades 8-12, the mathematics studied is organized according to disciplines: algebra, geometry, algebra II, trigonometry, mathematical analysis, and probability/statistics.

HISTORY/SOCIAL SCIENCE:

Focus is on United States History and Geography. Topics reviewed include: events preceding the founding of the nation, principles underlying the Constitution, the aspirations and ideals of the people of the new nation, US Foreign Policy in the early Republic, the divergent paths of the American people from 1800-the mid 1800's, the attempts to abolish slavery, the Civil War, the Reconstruction, the Industrial Revolution.

SCIENCE:

Focus is on physical science, including topics such as: motion, forces, structure of matter, Earth in the solar system, reactions, chemistry of living systems, periodic table of elements, density and buoyancy, investigation and experimentation.

VISUAL AND PERFORMING ARTS:

Visual and performing arts are included in the curriculum as a means of improving the quality and breadth of education of students. In grades 7-12, emphasis is placed upon the development of students' aesthetic appreciation of the arts and the development of creative expression. All students are provided with opportunities to develop self-expression skills with accommodations and modifications made as needed.

Grade 9

READING/LANGUAGE ARTS:

Continue to increase vocabulary, increase amount of words read annually. Reading is in conjunction with grade-appropriate materials. Strong emphasis on research-based discourse, incorporating technology, critiquing a variety of media, greater emphasis on vocational language and writing. Students work on mastering interviewing techniques. Emphasis is centered on analyzing literature in greater depth. Major genre of literature: Drama.

MATHEMATICS:

In grades 8-12, the mathematics studied is organized according to disciplines: algebra, geometry, algebra II, trigonometry, mathematical analysis, and probability/statistics.

HISTORY/SOCIAL SCIENCE:

Elective topics in grade nine include: California in the 20th and 21st century, Physical Geography, World Regional Geography, Humanities, World Religions, Anthropology, Psychology, Sociology, and Women in History.

VISUAL AND PERFORMING ARTS:

Visual and performing arts are included in the curriculum as a means of improving the quality and breadth of education of students. In grades 7-12, emphasis is placed upon the development of students' aesthetic appreciation of the arts and the development of creative expression. All students are provided with opportunities to develop self-expression skills with accommodations and modifications made as needed.

Grade 10:

READING/LANGUAGE ARTS:

Continue to increase vocabulary, and increase amount of words read annually. Reading is in conjunction with grade-appropriate materials. Strong emphasis on research-based discourse, incorporating technology, critiquing a variety of media, greater emphasis on vocational language and writing. Students work on mastering interviewing techniques. Emphasis is centered on analyzing literature in greater depth. Major genre of literature: Drama.

MATHEMATICS:

In grades 8-12, the mathematics studied is organized according to disciplines: algebra, geometry, algebra II, trigonometry, mathematical analysis, and probability/statistics.

HISTORY/SOCIAL SCIENCE:

Topics include: the development of Western thought, the American Revolution, the French Revolution, the Industrial Revolution worldwide, The era of New Imperialism, World War I, World War II, and nation-building in the contemporary world.

SCIENCE:

Focus at this grade level is on Biology/Life Sciences. Topics include: life processes of plants and animals, Meiosis and Fertilization, Mendel's Laws, Molecular Biology, Biotechnology, Ecology, Population Genetics, Evolution/Speciation, Homeostasis, Infection and Immunity.

VISUAL AND PERFORMING ARTS:

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Grade 11

READING/LANGUAGE ARTS:

Continue to increase vocabulary, and increase the amount of words read annually. Relate literary works and authors to major themes and issues of their eras. Analyze the philosophical political, religious, ethical, and social influences that have shaped characters, plots, and themes. Students should use a variety of research strategies and organize research information in systematic ways. Major genre of literature: Satire/Parody.

MATHEMATICS:

In grades 8-12, the mathematics studied is organized according to disciplines: algebra, geometry, algebra II, trigonometry, mathematical analysis, and probability/statistics.

HISTORY/SOCIAL SCIENCE:

Topic include: the Declaration of Independence, immigration, religious liberty, the US as a world power, the 1920's, the Great Depression, New Deal, post World War II America, US Foreign Policy since World War II, Civil rights, voting rights, and social and domestic policy.

SCIENCE:

Focus at this grade level is on Physics and/or Chemistry. Topics in Physics include: Motion and Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, Electric and Magnetic Phenomena. Topics in Chemistry include: Atomic and Molecular structure, Chemical Bonds, Conservation of Matter and Stoichiometry, Gases and their properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction rates, Chemical Equilibrium, Organic and Biochemistry, Nuclear processes.

VISUAL AND PERFORMING ARTS:

Visual and performing arts are included in the curriculum as a means of improving the quality and breadth of education of students. In grades 7-12, emphasis is placed upon the development of students' aesthetic appreciation of the arts and the development of creative expression. All students are provided with opportunities to develop self-expression skills with accommodations and modifications made as needed.

Grade 12+

READING/LANGUAGE ARTS:

Informational reading is focused on public documents such as policy statements, speeches, and debates. Point-of-view essays and editorials in newspapers are rich sources of additional instructional material. Continue to increase vocabulary, and increase the amount of words read annually. Relate literary works and authors to major themes and issues of their eras. Analyze the philosophical political, religious, ethical, and social influences that have shaped characters, plots, and themes. Students should use a variety of research strategies and organize research information in systematic ways. Major genre of literature: Satire/Parody.

MATHEMATICS:

In grades 8-12, the mathematics studied is organized according to disciplines: Algebra, Geometry, Algebra II, trigonometry, mathematical analysis, and probability/statistics.

HISTORY/SOCIAL SCIENCE:

Topics focused on include: the documents of American democracy, civil society, the three branches of government, the US Supreme Court, elections, governmental powers, the effect of media on politics, the quest for political democracy, and the tensions within our constitutional democracy.

SCIENCE:

Focus at this grade level is on Environmental/Earth Sciences. Topics include: Solar system, Stars, Galaxies, the Universe, Dynamic Earth processes, Solar Energy/Heat, Ocean and atmospheric convection, climate and weather, biogeochemical cycles, structure and composition of the atmosphere, California geology, investigation and experimentation.

VISUAL AND PERFORMING ARTS:

Visual and performing arts are included in the curriculum as a means of improving the quality and breadth of education of students. In grades 7-12, emphasis is placed upon the development of students' aesthetic appreciation of the arts and the development of creative expression. All students are provided with opportunities to develop self-expression skills with accommodations and modifications made as needed.

VIA CENTER COURSE OF STUDY- Section Two:All Students

ENGLISH LANGUAGE ARTS

ELA Standard 3 (Kindergarten 1.3) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Understand that printed materials provide information	1. Identify environmental symbols,/signs,/and cues	✓	✓	Following /referring to individual schedules Throughout the day "Name that Sign Game" Book Club	Individual schedules Books Visuals/lotto for signs
	2. Match symbol or cue to activity or function	✓	✓		
	3. Follow a list/schedule of activities	✓	✓		
	4. Use printed materials to provide/obtain information	✓	✓		
ELA Standards 17 & 18 (Kindergarten 1.1 and 1 st grade 1.1) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
17. Understand and follow one and two-step oral directions 18. Listen attentively	1. Orient in direction of speaker	✓	✓	All activities	
	2. Respond to voice by stopping activity or going to source of sound	✓	✓		
	4. Follow simple directions (i.e., verbal, gestural, signed, pictures, etc.)	✓	✓		
	5. Perform action to comply with 1 or 2-step directions	✓	✓		
ELA Standard 21 (1 st grade 1.4) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Stay on topic when speaking	1. Attend and respond to speaker	✓	✓	All activities Job Club	
	2. Interact with person or group regarding specific topic	✓	✓		
	3. Participate in communicative dialogue with person or group on specific topic	✓	✓		
ELA Standard 22 (1 ST grade 1.2) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Ask questions for clarification And understanding	1. Obtain help using gestures, actions, voice output device or vocalizations	✓	✓	All activities/Job Club <u>Always check understanding after giving a direction</u> <u>"What are you gonna do?"</u> <u>"I'm gonna ... "</u>	PEC's Voice output devices

VIA CENTER COURSE OF STUDY- Section Two: All Students

ENGLISH LANGUAGE ARTS

ELA Standard 22 (cont.) (1ST grade 1.2) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
	2, Ask simple questions using gestures, actions, voice output device or vocalizations	✓	✓	All Activities Manding WorkAbility Art Club Ceramics Club Jobs Club	
	3, Ask "wh" questions for clarification using gestures, actions, voice output device or vocalizations	✓	✓		
	1. Obtain help using gestures, actions, voice output device or vocalizations	✓	✓		
	2, Ask simple questions using gestures, actions, voice output device or vocalizations	✓	✓		
	3, Ask "wh" questions for clarification using gestures, actions, voice output device or vocalizations	✓	✓		
ELA Standard 23 (Second grade 1.7) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Recount experiences in a logical sequence	1. Sequence events by responding to cues (environmental or directions)			All activities Journaling Sports Club Interview partner/ tell group	Journals
	2. Identify next event in a sequence				
	3. Respond to questions about events or experiences				
	4. Recount events of past experiences in logical, sequential order				
ELA Standard 24 (Ninth/Tenth grade 2.3) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Apply appropriate interviewing techniques	1. Interact with another person (i.e., proximity, tone, volume, clarity etc.)			All activities	
	2. Discriminate when to ask and when to reciprocate (i.e., take turns while communicating)				
	3. Maintain topic in conversation appropriate for place, role, social situation				

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 1 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Develop positive relationships with peers	1. Orient to speaker	√	√	All activities Recess/PE Expression games Job Club	Laminated names Dry-erase board With happy face, so-so face, sad/mad faces on line on board.
	2. Make eye contact	√	√		
	3. Display appropriate expressions in response to situation	√	√		
	4. Engage in parallel play	√	√		
	5. Engage in interactive play	√	√		
	6. Share with adult.	√	√		
	7. Share with peer	√	√		
	8. Initiate play with peer	√	√		
	9. Take turns	√	√		
	10. Play a simple group game	√	√		
	11. Communicate wants and needs	√	√		
	12. Ask for permission/help	√	√		
	13. Accept help	√	√		
	14. Act according to social rules in work and play situations	√	√		
	15. Participate in group discussions	√	√		
	16. Use conflict resolution skills	√	√		
Health Skill 2 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Develop and use effective communication skills	1. Orient to speaker	√	√	All activities	
	2. Make eye contact	√	√	Lunch	
	3. Initiate communication with another	√	√	Job Club	

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 2 (cont.)	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
	4. Communicate wants and needs			All activities Drama Club Role-plays	Puppets
	5. Give and receive appropriate greetings and salutations	√	√		
	7. Use appropriate voice volume	√	√		
	8. Use appropriate social conventions (sorry, please, thank you)	√	√		
	9. Participate in conversations	√	√		
	10. Use actions of others as a social cue	√	√		
Health Skill 3 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Identify and share feelings in an appropriate way	1. Orient toward speaker	√	√	All activities Lunch Job Club Drama Club	Visuals for teaching/ communicating about feelings Books
	2. Make eye contact	√	√		
	3. Communicate wants and needs	√	√		
	4. Identify own feelings	√	√		
	5. Identify feelings of others	√	√		
	6. Express feelings in a socially appropriate manner	√	√		
	7. Express or demonstrate concerns/sympathy towards others	√	√		
Health Skill 4 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Identify appropriate ways to show affection	1. Respect personal distance/boundaries	√	√	All activities Job Club Public vs private places, parts of body Role-plays OK or Not OK?	Anatomically correct dolls/pictures of places
	2. Touch others in an appropriate manner	√	√		
	3. Express feelings of affection for another in an appropriate manner	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 5 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Practice good personal hygiene	GROOMING			As needed	Soap Wash cloths Tissue Toothbrush Toothpaste
	(1. Wash and dry hands.	√	√		
	2. Wash and dry face	√	√		
	3. Control saliva	√	√		
	4. Blow or wipe nose with tissue (Grooming)	√	√		
	5. Brush teeth	√	√		
	TOILETING				
	1. Sit on toilet	√	√		
	2. Void when sitting on the toilet	√	√		
	3. Remain dry (unsoiled) for timed intervals	√	√		
	4. Indicate discomfort with a toileting accident	√	√		
	5. Communicate a need for toileting	√	√		
	6. Pull down clothes before toileting	√	√		
	7. Flush the toilet	√	√		
	8. Ask for help during toileting	√	√		
	9. Adjust clothing after toileting	√	√		
	10. Wipe with toilet tissue	√	√		
	11. Close the door when toileting	√	√		
12. Toilet independently	√	√			

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 6 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Develop basic food preparation skills	1. Wash hands before preparing or handling food	√	√	Snacks/ lunch in kitchen/parties	Adaptive equipment (switches, spoons etc.) Snack materials Utensils
	2. Use utensils for intended purpose	√	√		
	3. Wash fruits and vegetables before preparation or eating	√	√		
	4. Prepare a snack	√	√		
	12. Clean utensils, containers, and surfaces after food preparation	√	√		
	14. Throw away garbage	√	√		
	15, Clean-up spills	√	√		
Health Skill 7 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Cooperate with parents or health-care providers in the treatment or management of disease	1. Indicate health problems/concern	√	√	All Activities Role-plays	PEC cards Voice-output device
Health Skill 9 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Participate regularly in active play and enjoyable physical activities	1. Use recreational equipment on a regular basis	√	√	"Chill" times Swimming Club Sports Club Hiking Club	Balls Basketball hoop Light bats Bikes Hula Hoops etc. YMCA pool
	2, Participate in regularly scheduled exercise program (walking, aerobics, dance etc.)	√	√		
	3. Participate in organized sports program	√	√		
Health Skill 11 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Avoid Self-destructive behaviors	1. Keep foreign objects out of nose, mouth, eyes etc.	√	√	All activities Sensory activities Massage	
	2, Refrain from self-injurious behaviors	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 11 (cont.)	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Avoid Self-destructive behaviors	3. Remove self from stressful situations	√	√	All activities	
	4. Avoid or maintain distance from dangerous situations or objects.	√	√		
Health Skill 12 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Practice safe behavior in or near motorized vehicles	1. Travel on sidewalk	√	√	Walks Hiking Club School Outings	Environmental realia
	2. Cross at corner or crossroads	√	√		
	3. Cross on green, wait on red/wait for audible signal	√	√		
	4. Look both ways/listen for traffic	√	√		
	5. Stay with group or adult	√	√		
	7. Stop upon request	√	√		
8. Identify safety signs	√	√			
Health Skill 13 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Recognize emergencies and respond appropriately	1. Follow teacher/adult directions during fire/emergency evacuation	√	√	Regular Safety Drills	Roll-books Timer
	2. Evacuate during emergency alarm	√	√		
	5. Recognize dangerous situations or objects	√	√		
	6 .Communicate to adult about danger/injury to self	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HEALTH

Health Skill 14 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Practice safe behavior in recreational activities	1. Observe safety rules	√	√	"Chill" times Swimming Club Sports Club Hiking Club	Balls Basketball hoop Light bats Bikes Hula Hoops etc. YMCA pool
	2. Demonstrate protective response	√	√		
	3. Use recreational objects solely for intended purpose	√	√		
	6. Use recreational equipment safely	√	√		
Health Skill 15 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Distinguish between helpful and harmful substances	1. Refrain from ingesting unknown or inedible substances or material	√	√	All activities	Environmental realia
	2. Comply with request to remove harmful material from mouth	√	√		
	5. Recognize common harmful substances	√	√		
	6. Recognize warning symbols/labels (poison sign)	√	√		
Health Skill 16 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Recognize and avoid situations that can increase risk of abuse	1. Demonstrate awareness of strangers	√	√	All activities Job Club Role-plays	Anatomically correct dolls to teach private parts of body
	2. Stay with adult or familiar person in public place	√	√		
	3. Inform adult of abuse/potential abuse	√	√		
	4. Reject inappropriate touches or advances	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HISTORY/SOCIAL SCIENCE

H/SS Standard 1-Civics (First Grade-1.1.2) CAPA LEVELS 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	FAIR PLAY AND GOOD SPORTSMANSHIP			All activities Job Club Yoga Club	Visuals for self-calming routines "Chill" areas and activities
	1. Control physical responses when angered.	√	√		
	2. Initiate and respond to greetings and farewells.	√	√		
	3. Use "thank you" , "you are welcome" and "please"	√	√		
	4. Apologize for intentional/unintentional behavior	√	√		
	5. Refrain from taunting, teasing, or otherwise encouraging offensive peer behavior(e.g., yelling, name-calling, sticking-out tongue	√	√		
	RESPECT FOR THE RIGHTS AND OPINIONS OF OTHERS			All activities Job Club Role-plays	Visuals for conflict resolution procedure
	1. Identify own property, distinguish from others	√	√		
	2. Appropriately defend ownership of own possessions	√	√		
	3. Treat others' property with care	√	√		
	4. Accept criticism without emotional outburst	√	√		
	5. Touch others in a proper manner	√	√		
	6. Maintain appropriate social distance when speaking to an other	√	√		
	7. Remain quiet when others are talking	√	√		
	8. Pause to allow others to speak	√	√		
9. Initiate topics in conversation appropriate for place, role, social situation	√	√			
10. Initiate a compromise to resolve conflict with peer	√	√			

VIA CENTER COURSE OF STUDY- Section Two: All Students

HISTORY/SOCIAL SCIENCE

H/SS Standard 1 Civics (cont.)	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	RESPECT FOR THE RULES BY WHICH WE LIVE			All activities Job Club Drama club Impromptu Expression games	Laminated names Dry-erase board
	1. Follow directions	✓	✓		
	2. Express feelings in an appropriate manner	✓	✓		
	3. Raise hand to get attention in classroom setting	✓	✓		
	4. Say "Excuse me" before interrupting	✓	✓		
	5. Wait to be acknowledged verbally or by gesture before speaking.	✓	✓		
	6. Speak using appropriate volume in different situations	✓	✓		
	7. Adjust behavior to fit rules and routines of different situations	✓	✓		
	8. Act upon helpful criticism presented by authority	✓	✓		
9. Express or demonstrate thought, actions, concern or sympathy for others who are sick, hurt, or emotionally upset	✓	✓			
H/SS Standard 2-Civics (Kindergarten-K1.1) CAPA LEVELS 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Follow rules such as sharing, taking turns, and know the consequences of breaking them	1. Play/work with another person in close proximity	✓	✓	All activities Job Club Art Club WorkAbility time	
	2. Trade materials with another person	✓	✓		
	3. Share materials with an adult	✓	✓		
	4. Share materials with a peer	✓	✓		
	5. Take turns with an adult	✓	✓		
	6. Take turns with a peer	✓	✓		
	7. Take turns in an activity involving a group (e.g., blocks, trucks, cards, board games, collating, packaging)	✓	✓		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HISTORY/SOCIAL SCIENCE

H/SS Standard 2 Civics (cont.)	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
	8. Ask before using possessions of others	√	√	All activities AM/PM circles - What would happen if people.....?	Posted rules
	9. Play/work cooperatively with another	√	√		
	10. Comply with rules in the classroom, school, community and workplace	√	√		
	11. Identify consequences of breaking rules	√	√		
	12. Accept consequences of breaking rules	√	√		
H/SS Standard 3 Civics (Third Grade-3.4.2) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Discuss the importance of public virtue and the role of the citizens, including how to participate in the classroom, in the community, and in civic life	1. Carry out requests	√	√	All activities	
	2. Complete assigned tasks	√	√		
	3. Gather needed materials for task	√	√		
	4. Follow/plan daily activities using lists/schedules (e.g., words or pictures)	√	√		
	5. Put away materials when finished	√	√		
	6. Return borrowed items	√	√		
	7. Attempt to solve minor problems independently (e.g., look for dropped object, try to operate new toys)	√	√		
	8. Play a group game following rules	√	√		
	9. Volunteer to help with tasks	√	√		
	10. Follow school/worksite rules	√	√		
	11. Follow community/social rules	√	√		
	12. Take part in a class vote/survey	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

HISTORY/SOCIAL SCIENCE

H/SS Standard 10 Geography (Kindergarten K 4.5) CAPA Levels 1-5	Functional Performance Indicator	IEP	Gen. Curr	Activities	Materials
Demonstrate familiarity with the school's layout, environs and the jobs people do there	1. Identify school personnel	✓	✓	As needed	Simple Maps Signs on staff desks
	2. Identify a specific location in own classroom	✓	✓		
	3. Identify own classroom within the school building	✓	✓		
	4. identify school landmarks/locations (e.g. cafeteria, Restrooms, office, etc.)	✓	✓		
	5. Travel from class to class according to schedule	✓	✓		
	6. Run errands within the school	✓	✓		
H/SS Standard 11 Geography (Kindergarten-K4.1) CAPA Levels 2-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Determine the relative location of objects using the terms near/far, left/right and behind/in front of	1. Place object in relation to others according to instructions	✓	✓	All activities Setting tables Art Club Yoga Club Drama Club Outdoor games	Forms painted on ground of outdoor area
	2. Answer questions about the position of an object in relation to another	✓	✓		
	3. Locate objects in relation to other objects	✓	✓		
	4. Identify objects by their relative location	✓	✓		

VIA CENTER COURSE OF STUDY- Section Two: All Students

PHYSICAL EDUCATION

PE Skill 2 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Learn to use equipment safely and responsibly	SAFETY			All activities where needed	Helmets Knee pads
	1. Wear necessary safety equipment (e.g., helmet for bike-riding, shin pads for soccer, etc.)	✓	✓		
	2. Identify safety equipment needed for recreational activity	✓	✓		
	3. Request appropriate safety equipment for activity	✓	✓		
	4. Follow directions and instructions for using equipment	✓	✓		
	5. Use recreational equipment for its intended purpose	✓	✓		
PE Skill 2 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Identify various body parts and their location-for example, arms, legs, and hands	MOVEMENT/MOBILITY			Yoga Club Sensory Integration	
	1. Demonstrate a physical reaction to sensation on body part	✓	✓		
	2. Move body part in response to direction	✓	✓		
	4. Identify body parts on self	✓	✓		
PE Skill 3 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Place the body and limbs in different positions, demonstrating high, middle, and low levels	1. Allow another to move body and limbs in different positions	✓	✓	Yoga Club Hiking Club	
	2. Move body and limbs in imitation	✓	✓		
	3. Move body and limbs on request	✓	✓	Massage	
	4. Assist in completing motions to perform a physical activity (e.g., putting on sweater, walking in walker, aerobics etc.)	✓	✓		
	5. Perform activities that require body and limbs in different positions (e.g., recreational activities, dressing, mobility, etc.)	✓	✓		

VIA CENTER COURSE OF STUDY- Section Two: All Students

PHYSICAL EDUCATION

PE Skill 6 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Travel in different ways in a large group without bumping into others or falling	1. Demonstrate change in body posture/facial expression when in physical contact with object or person	√	√	Swimming club Hiking Club Modified "Conga Line"	
	2. Navigate around stationary objects without bumping into them (e.g., tables, chairs,	√	√		
	3. Follow leader in a group activity without bumping into others (e.g. warm-up drills, aerobics, swimming, dancing, Walking in a line etc.)	√	√		
	4. Navigate through a group of people without bumping into others (e.g., cafeteria, assembly, passing period, Community settings etc.)	√	√		
PE Skill 7 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Travel in relationship to objects: over, under, behind, and through	1. Orient to objects in path of travel	√	√	All activities Hiking Club	realia
	2. Imitate travel directions in relationship to objects (e.g., go around chair, go under table, etc.)	√	√		
	3. Follow travel directions in relation to objects	√	√		
	4. Navigate obstacles in path of travel (e.g., through a tunnel, under an umbrella, over a curb, etc.)	√	√		
	5. Demonstrate travel abilities in various environments (e.g , obstacle course, playground, community, classroom etc.)	√	√		
PE Skill 8 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Maintain continuous aerobic activity for a specified time	1. Maintain aerobic activity for a set time period	√	√	Yoga Club	Exercise video
	2. Follow aerobic activity with group (e.g., exercise video, walking, running, respiratory exercises, wheeling self etc.)	√	√		

VIA CENTER COURSE OF STUDY- Section Two: All Students

PHYSICAL EDUCATION

PE Skill 9 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Manipulate objects with accuracy and speed	FINE MOTOR	✓	✓	All activities Art Club Ceramics Club	Brushes Markers Clay Switches Computers
	1. Tolerate contact with an object/texture	✓	✓		
	2. Maintain contact with object	✓	✓		
	3. Maintain grasp on object	✓	✓		
	4. Maintain grasp/contact and move object (e.g. shake a rattle-ball, push a switch, roll a ball, push a stapler, etc.)	✓	✓		
	5. Manipulate object in a variety of ways (e.g., bring spoon to mouth, hammer a nail, zip a zipper, twist lids off/on, cut paper, pour liquid, use computer mouse, use a screwdriver, put coins in vending machine etc.)	✓	✓		
PE Skill 10 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Toss and catch a ball alone or with a partner	1. Move/manipulate a ball	✓	✓	"Chill" times	Balls
	2. Direct a ball to another person/target (e.g. roll, push, throw, kick etc	✓	✓		
	3. Catch/trap ball with body/hands	✓	✓		
PE Skill 12 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Play and assist others in groups of three to five	1. Engage in activity by self	✓	✓	I activities	Uno-checkers, chess etc)
	2. Engage in activity with another person	✓	✓		
	3. Follow rules of group games/activities	✓	✓		
	4. Cooperate with others in group games/.activities	✓	✓		

VIA CENTER COURSE OF STUDY- Section Two: All Students

PHYSICAL EDUCATION

PE Skill 13 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Participate in games, sports, dance and outdoor pursuits, both in and outside of school according to individual interests and capabilities	1. Accept exposure to a wide variety of activities.	√	√	Bowling Club Swimming Club Hiking Club Sports Club	Different kinds of balls
	2. Choose preferred activity	√	√		
	3. Attend a preferred activity in a single setting	√	√		
	4. Actively engage in preferred activity	√	√		
	5. Actively participate in preferred activity in a variety of settings	√	√		
PE Skill 16 CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Begin to recognize changes in his or her body, such as changes in height and weight	1. Identify body sensory signals (e.g., hunger, thirst, hot, tired, pain etc.)	√	√	All activities	

VIA CENTER COURSE OF STUDY- Section Two: All Students

SCIENCE

Science Standard 2 (Kindergarten 4.a) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Observe common objects by using the five senses	INVESTIGATION AND EXPERIMENTATION				
	1. Smell various scents	✓	✓	All activities	Sensory integration kits for scent, smell, taste, texture Sand Glue Tape of sounds Instruments
	2. Taste different textures/foods	✓	✓	Yoga Club Art Club	
	3. Attend to visual materials	✓	✓	Cooking Club Science Club	
	4. Attend to sounds	✓	✓	Ceramics Club	
	5. Explore textures	✓	✓		
	6. Explore and describe types of scents/flavors/sights/sounds/textures	✓	✓		
	7. Show preference for scents/ flavors/ sights/sounds/textures	✓	✓		
Science Standard 2 (Kindergarten 4.a) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	
Communicate observations orally and through drawings	1. Draw simple picture (e.g., house, happy face etc,)	✓	✓	Journaling Art Club	Paper Pencils Crayons Markers Glue
	2. Label objects/picture presented	✓	✓	Science Club Unstructured times	
	3. Use pictures/symbols to express observations	✓	✓		

VIA CENTER COURSE OF STUDY- Section Two: All Students

SCIENCE

Science Standard 7 (Second Grade- 1.e) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Students know objects fall to the ground unless something holds them up	PHYSICAL SCIENCE			Science Club PE	Feathers Balloons Paper Pencil Balls etc.
	1. Explore gravity by causing different objects to fall (e.g., feather, balloon, ball, etc.)	✓	✓		
	2. Follow receptive instructions to drop different objects to the ground	✓	✓		
	3. Hold object and release upon request	✓	✓		
Science Standard 9 (Second Grade- 1.e) CAPA Levels 1-5	Functional Performance Indicators	IEP	Gen. Curr	Activities	Materials
Students know objects can be described in terms of the materials they are made of (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking),	1. Manipulate flexible objects (e.g., GAK, playdough, rubber bands)	✓	✓	Science Club Swim Club Cooking Club	Rubber Bands Playdough Bars of soap Toy Boats Stones Styrofoam Container with water
	2. Identify the color of an object	✓	✓		
	3. Identify the size of an object	✓	✓		
	4. Identify the shape of an object	✓	✓		
	5. Identify the texture of an object	✓	✓		
	6. Identify the weight of an object (e.g., heavy/light)	✓	✓		
	7. Identify what material(s) an object is made of	✓	✓		
	8. Describe one property of a given object/picture	✓	✓		
	9. Describe 2 properties of a given object/picture	✓	✓		
	10. When given 2 common objects, describe the common properties	✓	✓		
	11. Identify/demonstrate the floating and sinking of objects	✓	✓		
	12. Use magnets to move an object	✓	✓		

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS- Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 1 - Reading / Word Analysis (Kindergarten 1.6) CAPA Levels 2-3 /Grades: 2-5	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Recognize and name all uppercase and lowercase letters of the alphabet	1. Recognize pictures for specific activities	✓	✓	Completing visually structured matching folders and relevant dittos	Visual schedules Matching folders Songs
	2. Distinguish letters from non-letters	✓		Using ABC and word games and manipulatives	ABC books/literature Dittos Word Cards
	3. Match same case letters	✓		Singing alphabet songs Watching related educational videos	Dry Erase / Chalk Boards Visual choice menus
	4. Match lower case to upper case letters	✓		Using relevant computer software	Educational videos Voice Output devices
	5. Recite ABC's	✓	✓	Accessing the internet to find lists of CD's and Visiting the Library	Language Arts Software Access to the internet Alphabetized word lists
	6. Alphabetize to find words in a list (such as phone book, shopping for CD's, videos etc.)	✓	✓		Catalogues/advertisements

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS- Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 2- Reading (Kindergarten 1.14) CAPA Levels 2-4/Grades: 2-8	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Match all consonant and short-vowel sounds to appropriate letters.	FP 2. Categorize sounds	√		Word "treasure hunts" Singing songs including environmental sounds paired with objects Reading simple instructions Completing personal information forms Guided Reading groups Playing sound imitation and blending games	Audio sound tapes Songs Word cards Visual matching folders Leveled reading books Personal information forms Language Arts software Rime and onset word wheels and practice dittos
	FP 4. Blend sounds to decode C-V-C words	√			
	FP 5. Use common consonant blends and digraphs to decode	√			
	FP 6. Decode unfamiliar words for information	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 3 Sight Word Reading (Kindergarten 1.3) CAPA Levels 1-5 / Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Understand that printed materials provide information	1. Identify environmental symbols/signs/cues	✓		Reading books with repetitive phrasing while pointing to words	Books with repetitive phrasing
	2. Match symbol or cue to activity of function	✓		Word "treasure hunts"	Word cards
	3. Follow a list/schedule of activities	✓		Pressing voice output switches labeled with text	Voice output devices and switches
	4. Use printed materials to provide obtain information	✓		Attaching words to pictures Using literacy software Labeled visual schedules Labels on materials Single words instructions on assignments	Visually structured folders Word dittos Labeled picture schedules Dittos

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 4 Sight Word Reading (First Grade 1.17) CAPA Levels 1-5/Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Classify grade-appropriate categories of words (e.g. concrete collections of animals, foods, toys).	1. Identify object by function	√	√	Match objects/pictures to demonstration of function Sorting tasks (objects and pictures) Recycling Laundry sorting Organizing toys and books Completing folders containing letters/words and corresponding images Using labeled pictures on voice output devices in groups, choice boards and schedules	Functional objects and pictures Visually structured letter and word matching folders and worksheets Sorting tasks (objects and pictures) Sorting boxes and manipulatives Recycling containers Laundry and dresser or shelves
	2. Sort objects by function/use	√	√		
	3. Identify picture by function	√	√		
	4. Sort pictures by function/use	√	√		
	5. Match letter/written words to picture	√	√		
	6. Classify objects by category	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 5 Reading / Word Analysis (Kindergarten 1.15) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
	FP 1. Identify name	√	√	Locate name on coat hook,	Matching folders (signs,

Read simple one-syllable and high frequency words (i.e. sight words)	FP 2. Identify functional signs/symbols	√	√	cubby, check-in board, and project papers Identify signs and symbols in the community Complete matching folders (signs, symbols, colors, numbers, familiar locations) Label and locate High Frequency Words on flash cards and favorite books Labels on school areas, schedules, calendar, VOD Use literacy based software	symbols, colors, numbers, commonly encountered community locations) High Frequency Words on flash cards Books Labels on school areas, schedules, calendar Voice output devices (VOD) Replications of safety signs Manipulatives Number Flash Cards Color Flash Cards Literacy based software
	FP 3. Identify color/number words	√	√		
	FP 4. Identify high frequency words/functional words (i.e. days of the week, locations at school, work, community settings)	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Reading Comprehension ELA Standard 8 (First Grade 2.3) CAPA Levels 1-5 / Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Follow one-step written instructions	1. Identify a picture/object/word cue	√	√	Word "treasure hunts" Pressing voice output switches labeled with text Using literacy software Labeled visual schedules Labels on materials Single words instructions	Books Labels on school areas, schedules, calendar Voice output devices (VOD) Replications of community signs and labels Literacy based software
	2. Follow schedules	√	√		
	3. Follow community symbol directions	√	√		
	4. Read and demonstrate single action words	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Reading Comprehension ELA Standard 10 (Kindergarten 2.5) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Ask and answer questions about essential elements of a text	1. Identify a basic element of text (main character, subject of text) 2. Respond to simple questions about text (Yes/No, Choice of 2-3 possible answers) 3. Recall events/story 4. Answer "WH" ?s about materials read	✓	✓	Pausing during reading groups to talk about what is happening so far Asking questions related to stories (Yes/No, WH) Using voice output devices Oral reports/Essays related to recently discussed topics	Books Voice Output devices Worksheets for summarizing Web organizers

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Reading Comprehension ELA Standard 10 (Kindergarten 2.5) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Ask and answer questions about essential elements of a text	1. Identify a basic element of text (main character, subject of text) 2. Respond to simple questions about text (Yes/No, Choice of 2-3 possible answers) 3. Recall events/story 4. Answer "WH" qs about materials read	✓	✓	Pausing during reading groups to talk about what is happening so far Asking questions related to stories (Yes/No, WH) Using voice output devices Oral reports/Essays related to recently discussed topics	Books Voice Output devices Worksheets for summarizing Web organizers
Reading Comprehension ELA Standard 12 (Sixth Grade 2.1) CAPA Levels 4-5 /Grades: 6-11	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Locate information by using a variety of consumer, workplace, and public documents	3. Use computer search engine to locate desired information	✓	✓	Locate preferred music, information and/or videos	Computer Adapted keyboard/switches Touch Screens Access to the internet

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Reading Comprehension ELA Standard 13 (Seventh Grade 2.2) CAPA Levels 4-5 /Grades: 6-11	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Locate information by using a variety of consumer, workplace, and public documents	1. Identify common signs and labels	✓	✓	Matching signs Matching environmental labels Practice identifying and reacting to signs and labels in contextually appropriate locations	Community Signs Pictures/examples of common environmental labels

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book

Writing ELA Standard 14 (Kindergarten 1.3) CAPA Levels 1-5 /	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Write by moving from left to right and from top to bottom	1. Demonstrate left to right/top to bottom sequencing in a variety of activities	✓	✓	Tracing lines Tracking information with a pointer	Templates/Stencils Books
	2. Hold Writing Implement	✓	✓	Using a template/stencil	Paper/markers
	3. Make Marks on paper	✓	✓	Drawing/Art	Tracing Dittos
	4. Trace/copy purposeful marks on paper	✓		Writing Name on Paper	Pincer Grip Supports
	5. Produce shapes, letters, numerals	✓		Journal Writing Following Schedule	Schedules and Icons Language Arts Software
	6. Link symbols in a meaningful sequence	✓		Schedule Development Typing on the computer	Computers/Keyboards Word Cards
	7. Produce name	✓	✓	Sentence Building Patterning Activities	Pointers Patterning Materials Dry Erase Boards Chalkboards

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Writing ELA Standard 15 (First Grade 1.3) CAPA Levels 2-5 / Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
	1. Produce Name	✓		Using a template/stencil	Templates/Stencils
	2. Produce simple words (i.e., shopping list)	✓		Tracing dittos Writing Name on Paper	Writing Implements Pincer Grip Supports

Print Legibly and space letters, words, and sentences appropriately	3. Use appropriate letter size in the document	√		Journal Writing	Copying Dittos/Activities
	4. Produce 2-3 words phrase (address, directions, need or want)	√		Typing on the computer Form Completion Copying from models	Dry Erase Boards Icons Language Arts Software Adapted computer equipment

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book

Writing/Writing Strategies ELA Standard 16 (Fourth Grade 1.9) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)	1. Indicate awareness of computer	✓		Using a variety of literacy based computer software and access switches/adapted keyboard/Touch Screen	Language Arts / Literacy software Touch Screens Adapted Keyboards Access switches
	2. Use an input device for cause and effect	✓			
	3. Make choices using single/multiple input device(s)	✓			
	4. Use keyboard/device to access software	✓			
	5. Utilize keyboard/device for writing functions	✓			

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Listening ELA Standard 17 (Kindergarten 1.1) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Understand and follow one- and two-step directions	1. Orient in direction of speaker	✓	✓	Language groups Reading groups	Books Musical instruments Stereo Manipulatives Voice output devices Access switches
	2. Respond to voice by stopping activity	✓	✓	Group games Music groups	
	3. Attend to speaker	✓	✓	Transitions Community outings	
	4. Follow simple directions	✓	✓	1:1 receptive language instruction	
	5. Perform action to comply with direction	✓	✓	Morning and Afternoon check-in groups	

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Listening and Speaking ELA Standard 19 (Kindergarten 1.2) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Share information and ideas, speaking audibly in complete coherent sentences	1. Communicate wants/needs using gesture, action, voice output device or vocalization	✓	✓	Indicating choices (food, leisure items/activities, bathroom) Sharing information about their day	Voice Output Devices (e.g., Go-Talk, Hip-Talk, Chat PC, Sequence Switches) Visual/iconic menus Pacing boards PECS Journal boards
	2. Communicate choice using gesture, action, voice output device or vocalization	✓	✓		
	3. Communicate information using single work using gesture, action, voice output device or vocalization	✓	✓	Sharing information related to assigned topics	
	4. Communicate information using 2 to 3 word phrases using gestures, actions, voice output device or vocalizations	✓	✓	Explaining feelings or behaviors	
	5. Communicate information using a complete sentence using gestures, actions, voice output device or vocalizations	✓	✓	Indicating need for help	

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

Listening and Speaking ELA Standard 21 (First Grade 1.4) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
	1. Attend and respond to speaker			Language/Reading groups	Voice Output Devices

Stay on topic when speaking		√	√	Group games Art/Ceramics/Music Check-In groups Creation of unit displays Scripted VOD dialogues Oral reports and short essays (historic/current events, or heroic figures Journal projects	(e.g., Go-Talk, Hip-Talk, Chat PC, Sequence Switches) Context specific visual/iconic menus Visual topic card sets Unit related literature
	2. Interact with person or group regarding specific topic	√			
	3. Participate in communicative dialog with person or group on specific topic	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

LANGUAGE ARTS (Text: A Legacy of Literacy (K-1) (Houghton Mifflin)

(K Level Practice Book, K Level Phonics Library, Little Readers, Level 1.1 Anthology, Level 1.2 Anthology, HM Bookshelf level 1, Level 1 practice book)

ELA Standard 24 - Speaking (Ninth/Tenth Grade 2.3) CAPA Levels 4-5 / Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Apply appropriate interviewing techniques	1. Interact [appropriately] with another person (i.e. proximity, tone, volume, clarity) -Includes communicating wants/needs	√		Social greetings and visits Participation in groups Reciprocal games/songs Unit related activities	Voice output devices Choice boards PECS icons and pictures Access to group instruction Social contact Access to community
	2. Discriminate when to ask and when to reciprocate (i.e. take turns while communicating) -Includes raising hand, active listening	√			
	3. Maintain topic in conversation appropriate for place, role, and social situation	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: California Mathematics (K-3) (Scott Foresman)

Number Sense Math Standard 1 (Kindergarten 1.2) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Count, recognize, represent, name and order a number of objects (up to 30)	1. Indicate quantity of "1"	√	√	Match # to objects Kinesthetic activities (e.g. sit-ups) Math based songs (e.g. Five Little Monkeys) Passing out supplies (e.g. one cup per student) Reading Math based literature (e.g., Chicka Chick 1 2 3) Calendar group	Visual number folders Touch-Point Numbers Math manipulatives Number cards Pegboards Unifix Cubes Blocks Flashcards Voice Output Devices Math based literature Drums
	2. Indicate quantities of more than 1	√	√		
	3. Match printed numerals to same	√			
	4. Rote count		√		
	5. Identify numerals	√	√		
	6. Match quantity to numeral	√			
	7. Count using 1:1 correspondence	√	√		
	8. Locate and use numbers during functional activities (calendar, keyboard, games, menu, time schedule, number line)		√		

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS) - Text: California Mathematics (K-3) (Scott Foresman

Number Sense Math Standard 3 (Kindergarten 2.1) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	1. Identify quantities of objects	√	√	Use manipulatives to solve addition and/or subtraction problems Calculator activities Distributing materials Using Touch Point tasks Indicating quantity desired of choice items	Math manipulatives Number cards Pegboard Touch Point tasks Calculator Voice output devices
	2. Perform addition facts with concrete objects	√			
	3. Perform subtraction facts with concrete objects	√			
	4. Perform basic addition/subtraction using a calculator for functional activities (i.e. balancing checkbook, totaling amount of shopping list)	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: California Mathematics (K-3) (Scott Foresman

Number Sense Math Standard 5 (First Grade 1.1) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
	1. Identify numerals	√		Read number based literature	Number flashcards Manipulatives

Count, read, and write whole numbers up to 100.	2. Produce numerals	√		Flashcard practice Rote count aloud Matching activities Numeral practice (ditto) Manipulative use Kinesthetic activities Sings songs containing quantities	Numeral dittos Environmental examples (i.e. copies of student's address, telephone number) Classroom calendar
	3. Count by rote to 10 or higher	√	√		
	4. Count out requested number of objects	√	√		
	5. Count orally by number sets (by 2's, 5's, 10's, etc)	√			
	6. Recognize numerals within school environment/community setting (i.e. address, room number, phone number, bus route)	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: California Mathematics (K-3) (Scott Foresman)

Counting and Money Math Standard 6 (First Grade 1.5) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Identify and know the values of coins and show different combinations of coins that equal the same value.	1. Match coins and bills	√		Sorting like-coins/bills Coin classification Money dittos Purchasing item from a vending machine Community trips to store	Manipulatives Coins (mock or real) Bills (mock or real) Money related dittos Access: coin-op machine Desired objects to 'buy' for mock trials.
	2. Sort money into like groups	√			
	3. Identify coins and bills	√			
	4. Identify value of coins and bills	√			

	5. Use coin operated machines	√	√		Access to community / vending machines
	7. Combine coins to equal \$1.00	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: California Mathematics (K-3) (Scott Foresman)

Measurement and Geometry Math Standard 13 (First Grade 1.2) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Tell time to the nearest half hour and relate time to events (e.g. before/after, shorter/longer)	1. Identify the activities which come before or after a specified activity	√	√	Practice on clock Use of daily schedule and reference to clock Reading watch to see what time preferred activities will occur	Clock (real or mock) Small student clock Time telling dittos Daily schedule Schedule icons/activities Watch (optional)
	2. Identify hour and minute hand	√			
	3. Indicate time to the $\frac{1}{2}$ hour	√			
Measurement and Geometry Math Standard 14 (Kindergarten 1.3) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Name the days of the week	1. Identify days of the week in succession by rote	√	√	Use of daily/weekly schedules Calendar/check-in group	Daily/weekly schedule Schedule icons/activities Classroom calendar
	2. Identify days of the week on a calendar	√	√		

	3. Identify current day, "Today is _____"	√	√		
	4. Identify next day, "Tomorrow is _____"	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: California Mathematics (K-3) (Scott Foresman

Measurement and Geometry Math Standard 15 (Kindergarten 2.1) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)	1. Match common shapes	√	√	Shape folders/dittos Art activities	Shape folders/dittos Shaped manipulatives
	2. Identify common shapes	√	√	Block and Parquetry play Puzzles completion	Shape flash cards Shape related literature
	3. Identify features of common shapes/objects	√	√	Comparing shapes to object in environment	Parquetry pieces Light box
	4. Relate shapes to common objects (i.e., cone to ice cream cone; sphere to ball; cube to block)	√	√	and in pictures Exploring shapes on a light board	Colored light box overlays Puzzles

VIA CENTER COURSE OF STUDY - Grades 1-6

MATHEMATICS- Text: *California Mathematics (K-3)* (Scott Foresman)

Statistics, Data Analysis, and Probability Math Standard 17 (First Grade 1.2) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	5. Identify pattern attributes/properties (i.e., color, shape, size, quantity, etc.)	✓	✓	Visual folders and tasks Shape and pattern based literature Art activities	Visual folders and tasks Shape and pattern based literature Art materials
Statistics, Data Analysis, and Probability Math Standard 18 (First Grade 1.1) CAPA Levels 4-5 /Grades: 6-11	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Determine the approach, material, and strategies to be used	1. Visually attend to what is happening on screen	✓	✓	Use of adapted equipment to access computer software and the internet: cause/effect, math and literacy based software, online videos and activities	Adapted access equipment (keyboard, access switches, Intellikeys, adapted overlays) Computer and software: cause/effect, math base, literacy based Access to the internet
	2. Use keyboard or switch in response to teacher request	✓	✓		
	3. Use keyboard or switch in response to computer generated direction	✓	✓		
	4. Understand connection between screen and keyboard	✓	✓		
	5. Perform functional academic tasks via use of the computer	✓	✓		

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Safety PE Skill 1 CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
	1. Wear necessary safety equipment (e.g.			Trips to park	Access to community

Learn to use equipment safely and responsibly	helmet for bike riding, shin pads for soccer, etc.)		√	Using playground equipment	Access to parks Access to equipment
	5. Use recreational equipment for its intended purpose		√	Use of recreation equipment for its intended use	Appropriate safety gear Appropriate equipment
Movement/Mobility PE Skill 2 CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Identify various parts of the body and their location - for example, arms, legs and hands	1. Demonstrate a physical reaction to sensation on body part	√	√	Physical therapy and sensory diet activities	Mats Bolsters
	2. Move body part in response to a direction	√	√	Exercise/movement activities and games	Physio-balls Various movement equipment
	3. Locate body part in imitation model			Dance/Movement club Songs requiring actions	Various sensory equipment

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Movement/Mobility PE Skill 3 CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Place the body and limbs in different positions, demonstrating high, middle and low levels	1. Allow another to move body and limbs in different positions	√	√	Physical therapy activities Sensory diet activities	Mats Bolsters
	2. Move body and limbs in imitation	√	√	Exercise/movement/Dance activities and games	Physio-balls Various movement equipment
	3. Move body and limbs on request	√	√	Swimming classes Songs requiring actions	Various sensory equipment
	4. Assist in completing motions to perform a physical activity (e.g., putting on sweater, walking in walker, aerobics, etc.)	√	√	Physical instruction Removing/donning Toileting/dressing	Access to swimming Access to exercise class

VIA CENTER COURSE OF STUDY - Grades 1-6

Physical Education

Movement/Mobility PE Skill 4 <i>CAPA Levels 1-5 /Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Balance while bending, twisting or stretching	1. Maintain head at midline	✓	✓	Physical therapy activities Sensory diet activities	Mats Bolsters Physio-balls Various mobility equipment Various sensory equipment Access to exercise class
	2. Move from a position of balance, out of balance and back to a position of balance (e.g., standing, sitting, lying down, in wheelchair, adapted equipment, etc.)	✓	✓	Exercise/movement/Dance activities and games Swimming classes Songs requiring actions	
	3. Maintain balance while twisting body for functional and recreational and recreational activities (e.g., on therapy ball, in wheelchair, standing, adapted equipment, balance beam, etc.)	✓	✓	Physical instruction Getting in and out of adapted equipment (e.g., standing frame, walker, wheelchair, adapted seating)	

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Movement/Mobility PE Skill 5 CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Travel and change directions quickly in response to signal	1. Start/stop body movements in response to signal (e.g., touch on a shoulder, whistle, bell, voice command, sign or gesture, environmental cue)	✓	✓	Physical therapy and sensory diet activities Exercise/movement activities and games	Transition bells Timers Movement equipment Sensory equipment Access to community
	2. Travel in imitation of model (e.g., walk with group, propel wheelchair, etc.)	✓	✓	Dance/Movement club Songs requiring actions	
	3. Follow leader in a group activity without bumping into others (e.g., tables, chairs, walls, doorways, etc.)	✓	✓	Transitions Arrival and dismissal Community outings	
	4. Navigate through a group of people without bumping into others (e.g., cafeteria, assembly, passing period, community settings, etc.)	✓	✓	Responding to timers and transitions bells Attention getting	

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Movement/Mobility PE Skill 6 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Travel in different ways in a large group without bumping into others or falling.	2. Navigate around stationary obstacles without bumping into them (e.g. tables, chairs, walls, doorways, etc)	✓	✓	Obstacle course Physical therapy and sensory diet activities Exercise/movement activities and games	Access to community Access to people Stationary objects Exercise/Movement equipment
	3. Follow leader in a group activity without bumping into others (e.g. warm up drills, aerobics, swimming, dancing, walking in a line, etc)	✓	✓	Dance/Movement club Songs requiring actions	Access to swimming and exercise classes/games
	4. Navigate through a group of people without bumping into others (e.g. cafeteria, assembly, passing period, community settings, etc)	✓	✓	Transitions Arrival and dismissal Community outings	

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Movement/Mobility PE Skill 7 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Travel in relationship to objects: over, under, behind and through	1. Orient toward object(s) in path of travel	√	√	Physical therapy and sensory diet activities	Access to community Access to people Stationary objects Tunnels Mats Blankets Movement equipment
	2. Imitate travel directions in relationship to objects (e.g., go around chair, go under table, etc.)	√	√	Exercise/movement activities and games	
	3. Follow travel directions in relationship to objects	√	√	Wheelchair/walker use Dance/Movement club	
	4. Navigate obstacles in path of travel (e.g., through a tunnel, under an umbrella, over a curb)	√	√	Songs requiring actions Transitions	
	5. Demonstrate travel abilities in various environments	√	√	Arrival and dismissal Community outings Prepositions play Tunnels play	

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Fine Motor PE Skill 9 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Manipulate objects with accuracy and speed	1. Tolerate contact with an object/texture	√	√	Fine motor/Art groups Sensory Diet groups	Items with zippers, buttons, snaps, laces (real and mock) Computer Access switches
	2. Maintain contact with an object	√	√	Holding onto lunch bag, pens, crayons, spoon, etc.	
	3. Maintain grasp on object	√	√	Catching/throwing balls	

	4. Maintain grasp/contact and move object (e.g., shakes a rattle/bell, push a switch, roll a ball, push a stapler, etc.)	√	√	Using music equipment Maintaining pressure on access switches	Electronic equipment activated w/ switches Containers with lids
	5. Manipulate object in a variety of ways (e.g., bring spoon to mouth, hammer a nail, zip a zipper, twist lids off/on, turn a doorknob, cut paper, pour liquid, use computer mouse, use a screwdriver, put coins in vending machines)	√	√	Opening/closing doors Using computer Removing/donning coats Dressing/hand-washing	Adapted/traditions flatware Pitchers/cups/pails

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

Recreation/Leisure/ Sportsmanship PE Skill 10 CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr	Activities	Materials
Toss and catch a ball alone or with a partner	1. Move/manipulate a ball	√	√	Catching/kicking balls in school and at park	Assorted balls Velcro catching pads
	2. Direct a ball to another person/target (e.g., roll, push, throw, kick, etc.)	√	√	Throwing glow-in-dark items into/at illuminated target/basket	Baskets/targets Bean bags
	3. Catch/trap ball with body/hands	√	√		

Recreation/Leisure/ Sportsmanship PE Skill 11 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Play and assist others in activities in groups of three to five	1. Engage in activity by self	√	√	Leisure practice at desk Leisure activities with partner Catch/games with class	Balls Recreational equipment Independent activities (blocks, pegboards, etc.)
	2. Engage in activity with another person	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

PE Skill 13 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Participate in games, sports, dance and outdoor pursuits, both in and outside of school, according to individual interests and capabilities	1. Accept exposure to a variety of activities	√	√	Participation in clubs Park/community trips Post-work choice time	High interest materials (toys, books, squeeze toys, computer, exercise equipment) Visual choice boards Voice output devices Timers Access to community Availability of clubs
	2. Choose preferred activity	√	√		
	4. Actively engage in preferred activity	√	√		
	5. Actively engage in preferred activity in a variety of settings	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

PE

PE Skill 14 <i>CAPA Levels 2-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Recognize the fundamental strategies in simple games	1. Observe others playing game		√	Participation in turn taking activities (Making choices using menus or voice output devices, turning pages, playing catch, playing tag) Musical chairs Simon Says Turn taking songs Sharing Materials Sharing computer time Using access switches	Access to community Access to peers Access to high interest activities (i.e. games) Books Various voice output devices/access switches Visual menus Computers and software
	2. Follow directions of game leader		√		
	3. Take turns during the game play	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

Civics H/SS Standard 1 (First grade 1.1.2) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP BIP Obj.	Gen. Curr.	Activities	Supplemental Materials
Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"	1.1 Control physical responses when angered	√	√	Developing replacement skills for function of unwanted behaviors (e.g., communication systems, sensory diets)	Sensory diet materials (e.g., weighted blankets and vests, pressure vests, squeeze toys, exercise equipment) Augmentative communication systems (e.g., visual menus, various voice output devices, training in the use of sign and gestures) Access to Speech and Occupational Therapy, Assistive Technology and Behavioral specialists
	1.2 Initiate and respond to greetings/farewells	√	√		
	1.3 Use "thank you", "you are welcome", or "please"	√	√	Social interactions with embedded instruction in the use of voice output devices, and the use of sign and gestures	
	1.4 Apologize for intentional/unintentional behavior	√	√	Social time, transitions, and greetings	
	2.1 Identify own property; distinguish from others	√	√	Participation in groups with turn taking	
	2.3 Treat others property with care		√		
	2.5 Touch others in a proper manner	√	√		
	2.6 Maintain appropriate social distance when speaking to another	√	√		
	2.7 Remain quiet when others are talking	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

Civics H/SS Standard 6 (Kindergarten K.1.2) CAPA Levels 3-5 /Grades: 4-11	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
	1. Identify common heroes from American and			Creating and maintaining	Internet access

Learn examples of honesty, courage, determination, individual responsibility and patriotism in American and world history from stories and folklore	world history		√	a Hero wall Thematic unit word walls, projects with images and related text Heroic Qualities Words Reading relevant books Viewing relevant videos Researching on internet	Engaging materials about historic figures (books, videos, photographs, stories, internet pages/printouts) Word Cards Word Charts
	2. Answer questions about American and world history		√		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE (page 2) - Text: From Sea to Shining Sea (Houghton Mifflin)

Economics H/SS Stand. 7 (First Grade 1.6.1) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Understand the concept of exchange and the use of money to purchase goods and services	1. Exchange token for desired item	√		Money sorting Behavior Token Systems Practice purchasing Coin-slot tasks Playing store Looking in catalogues Outings/visit to store Picture Exchange (PECS)	Play money Catalogues Piggy Banks Cash Register Outings PECS icons Counters/tokens Vending Machine Behavior Charts
	2. Hand money to cashier during purchase		√		
	4. Use vending machine		√		
	5. Use "dollar-over" method to pay for purchase	√	√		
	6. Wait for change		√		
	7. Request money for purchase		√		
	8. Save money for future purchase	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

Geography H/SS Stand. 10 (Kindergarten - K.4.5) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Demonstrate familiarity with the school's layout, environs and the jobs people do there	1. Identify school personnel	√	√	Using voice output devices for socialization, greeting, social commenting, games Staff matching folders Identifying photographs of staff and peers Visual schedules Following verbal directions to relocate	Visual schedules PECS icons Photographs Visual matching folders Various voice output devices Access to peers Access to a variety of in-school environs
	2. Identify specific location in own classroom	√	√		
	3. Identify own classroom within the school building		√		
	5. Travel from class to class according to schedule	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

Geography H/SS Stand. 11 (Kindergarten - K.4.1) CAPA Levels 2-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Determine the relative location of objects using the terms near/far, left/right and behind/in front	1. Place objects in relation to others according to instructions	✓	✓	Using voice output devices to label locations and ask location related questions Preposition games Treasure hunts	Blankets and exercise equipment PECS icons/photographs Voice output devices Access to a variety of school environs
	2. Answer questions about the position of an object in relation to another	✓	✓		
	3. Locate objects in relation to other objects		✓		
Geography H/SS Stand. 12 (Kindergarten - K.4.3) CAPA Levels 2-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Identify traffic symbols and map symbols (e.g., those used for land, water, roads, cities)	1. Identify common traffic signs/symbols	✓	✓	Identification of common traffic signs/symbols Contextually appropriate practice (e.g., community)	Traffic signs/symbols PECS icons/photographs Voice output devices Access to community
	2. Comply with traffic signs/symbols in community	✓	✓		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

History H/SS Stand. 15 (Kindergarten - K.5) CAPA Levels 2-5 /Grades: All H/SS Stand. 16 (Second Grade - 2.1.3) CAPA Levels 4-5 /Grades: 6-11	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
15. Put events in temporal order using a calendar, placing days, weeks and months in proper order 16. Place important events in their lives in order in which they occurred (e.g., on a time line or story board)	1. Follow a list/schedule of activities (e.g., words or pictures)	✓	✓	Following visual schedule Setting up schedule	Voice output devices Visual schedule
	2. Sequence daily activities	✓	✓	Following a daily routine	Independent work stations
	3. Upon arrival, proceed with daily routine (e.g. hang coat, get work materials)		✓	Using a left to right work system Completing journal activities	Journal materials (e.g. templates, icons, photographs)
	4. Complete tasks in assigned order	✓	✓	Announcing events of the day in check-in groups	Transition objects
	10. Describe events of past/future experience in logical, sequential order	✓	✓		

VIA CENTER COURSE OF STUDY - Grades 1-6

HISTORY - SOCIAL SCIENCE - Text: From Sea to Shining Sea (Houghton Mifflin)

History H/SS Standard 17 (Kindergarten K.6.1) CAPA Levels 4-5 /Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Identify the purposes of and the people and events honored in, commemorative holidays,	1. Identify a picture of a person associated with a holiday or event (e.g. George Washington/Washington's Birthday)		✓	Thematic Unit activities and reading centered around people, events, and holidays such as:	Access to the internet Access to the library Books, images and articles related to

including human struggles that were the basis for the events (e.g. Thanksgiving, Independence Day, Washington's Birthday, Lincoln's Birthday, Martin Luther King)	2. Match a holiday/traditional symbol with the holiday		√	African American History, International Women's Day, Presidents Day, Mother/Father's Day, Multi-cultural holidays, Hero units Building unit specific wall of images and text	historic figures (books, videos, photographs, stories, internet pages/printouts) Unit wall charts
	3. Answer questions about a holiday or a tradition		√		

VIA CENTER COURSE OF STUDY - Grades 1-6

SCIENCE - Text: Discovery Works (Houghton Mifflin)

Investigation/Experimentation Science Standard 1 (Kindergarten - 4.d) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight)	1. Attend to two or more presented unlike objects	√	√	Visual matching folders Visual sorting tasks Putting away and sorting real objects Recycling	Visual matching folders Visual sorting tasks A variety of blocks and manipulatives, toys, shapes, color cards, flatware, laundry) Recycling materials/bins
	2. Match two like objects	√			
	3. Sort objects by color	√	√		
	4. Sort objects by shape	√			

VIA CENTER COURSE OF STUDY - Grades 1-6

SCIENCE - Text: Discovery Works (Houghton Mifflin)

Investigation/Experimentation Science Standard 2 (Kindergarten - 4.a) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Observe common objects by using the five senses	1. Smell various scents	√	√	Vision class	Vision equipment
	3. Attend to visual materials	√	√	Scent boxes Listening to music and books on tape	Scent boxes Music and books on tape
	4. Attend to sounds	√	√	on tape Story group	Tape recorders/stereo Books/Videos
	5. Explore textures	√	√	Computer station Story and video groups Explore Snoezelen station	Computer station TV/DVD and/or VCR Snoezelen station Access switches
Investigation/Experimentation Science Standard 3 (Kindergarten - 4.e) CAPA Levels 2-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Communicate observations orally and through drawings	1. Draw simple picture	√	√	Art	Voice output devices
	2. Label objects/pictures presented	√	√	Lesson summaries	Independent work stations
	3. Use pictures/symbols to express observations	√	√	Object/picture identification (e.g., 1:1 work sessions, groups and while reading) Voice output/menus to make comments	Object cards Picture books PECS icons/pictures Art materials

VIA CENTER COURSE OF STUDY - Grades 1-6

SCIENCE - Text: Discovery Works (Houghton Mifflin)

Investigation/Experimentation Science Standard 5 (Second Grade - 4.c) CAPA Levels 2-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight)	1. Sort 2 different types of animals or objects (e.g. dogs, cats)	√	√	Visual sorting tasks Putting away and sorting real objects Recycling	Visual sorting tasks A variety of blocks and manipulatives, toys, shapes, color cards, flatware, laundry) Recycling materials/bins
	2. Sort objects by color and shape	√	√		
	3. Sort objects by shape and texture	√	√		
Physical Science Science Standard 8 (Second Grade - 1.c) CAPA Levels 1-5 /Grades: All	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Supplemental Materials
Students know the way to change how something is moving by giving it a push or a pull. The size of the change is related to the strength or the amount of force of the push or pull.	1. Roll a ball, push a toy car	√	√	Ball and Toy play Using access switches to turn on/off devices (e.g., Vision class, listening to music and books on tape, activating cause effect computer software) Explore Snoezelen station Opening and closing doors	Access switches Vision equipment Music and books on tape Tape recorders/stereo Cause effect computer software Computer station TV/DVD and/or VCR Snoezelen station
	2. Push an object/switch	√	√		
	3. Pull an object/switch		√		
	4. Pull a door open/closed	√	√		
	5. Push a door open/closed	√	√		

VIA CENTER COURSE OF STUDY - Grades 1-6

SCIENCE - Text: Discovery Works (Houghton Mifflin)

Life Science Science Standard 13 (First Grade 2.b) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
	1. Identify animals.	√	√	planting seed in soil and observing growth	Seeds/Soil Gardening supplies

Students know both plants and animals need water, animals need food and plants need light	9. Plant seed/seedling, observe its growth		√	Visits to nursery Visits to community gardens Animal songs, books, games	Animal pictures Access to community, nurseries, local gardens
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Reading

ELA Standard 2- Reading (Kindergarden 1.14) CAPA Levels 2-4/Grades: 2-8	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Match all consonant and short-vowel sounds to appropriate letters.	FP 2. Categorize sounds	√		Follow curriculum map for Houghton-Mifflin text in systematic order. Make word wall Read-aloud Guided reading practice	Houghton-Mifflin text "A Legacy of Literacy" K Level Practice Book K Level Phonics Library Little Readers/ Guided Reading books Level 1.1 Anthology
	FP 4. Blend sounds to decode C-V-C words	√			
	FP 5. Use common consonant blends and digraphs to decode	√			

	FP 6. Decode unfamiliar words for information	√		Reader's Theater Word Study Community trips	Level 1.2 Anthology HM Bookshelf level 1 Level 1 practice book Word cards: Names Colors Numbers Signs Symbols Sight words Phonics manipulatives Practice dittos Leveled reading books
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Reading

ELA Standard 5 - Reading (Kindergarten 1.15) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities
Read simple one-syllable and high frequency words (i.e. sight words)	FP 1. Identify name	√		Choose own name from field of three or more.
	FP 2. Identify functional signs/symbols	√		Identify signs and symbols in the community.
	FP 3. Identify color/number words	√		
	FP 4. Identify high frequency words/functional words (i.e. days of the week,	√		

	locations at school, work, community settings)			Sort and match cards with words. Word bingo Integrate words into play	
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Reading Comprehension

ELA Standard 10 (Kindergarten 2.5) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Ask and answer questions about essential elements of a text	FP 1. Identify a basic element of text (main character, subject of text)	√		Interactive reading Story Maps	<i>Houghton Mifflin Reading</i> <i>A Legacy of Literacy</i> text Literature aligned with BUSD, at independent/ instructional reading
	FP 2. Respond to simple questions about text (yes/no) choice of 2-3 possible answers	√		K-W-L charts Reciprocal Teaching	
	FP 3. Recall events/story	√		Character Interviews Column Notes	

	FP 4. Answer "wh" questions about materials read	√		Brainstorming/Clustering Comprehension beachball Popcorn read-aloud Read/recall one-to-one Read/recall-small group "Wh" quizzes "Wh" practice across the curriculum Literature Journals Recall social/community events and activities	levels: Gingerbread Boy (K), Henny Penny (K), Little Red Hen (K), Liang & the Magic Paintbrush (K), Snowy Day (K), Tortillas Para Mama (K), Anansi the Spider (1), Chair for My Mother (1), Corn is Maize (1), Jack and the Beanstalk (1), Now We are Six (1), A Story, A Story (2), Hill of Fire (2), Momotaro (2), Sylvester & the Magic Pebble (2), Where the Sidewalk Ends (2), Boy of the Painted Cave (6), The Egypt Game (6), Tuck Everlasting (6), Where the Red Fern Grows (6), Maniac Magee (7), Romeo and Juliet (7)
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Reading

ELA Standard 12 (Sixth Grade 2.1) CAPA Levels 4-5 /Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Identify the structural features of a popular media (e.g. newspapers, magazines, online information) and use the features to obtain information	FP 1. Identify the location of desired information within a popular media source (i.e. comics, weather, sports, coupons in the newspaper)	√	√	Read weather report Read/order menu items Compile/read grocery list	Computer Internet access Newspaper
	FP 2. Use printed material to obtain information on desired item (i.e. movie schedule, calendar, bus schedule, menu, grocery list)	√	√	Find coupons in flyers Attempt search queries Find movie times in paper	Grocery store flyers Local Weekly Papers Bus schedule

	FP 3. Use computer search engine to locate desired information	√	√	Utilize calendar Manage schedule Access popular magazine	Access to store Magazines
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Writing

ELA Standard 14 - Writing (Kindergarten 1.3) CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Write by moving from left to right and from top to bottom	FP 1. Demonstrate left to right/top to bottom sequencing in a variety of activities	√		Tracing lines Using a template/stencil Drawing/Art Writing Name on Paper Journal Writing Following Schedule Typing on the computer Sentence Building Patterning Activities	Templates/Stencils Books Paper Tracing Dittos Writing Implements Schedules and Icons Language Arts Software Computers/Keyboards Word Cards Patterning Materials (e.g. Unifix Cubes with cards)
	FP 3. Make marks on paper	√			
	FP 4. Trace/copy purposeful marks on paper	√			
	FP 5. Produce shapes, letters, numerals	√			
	FP 6. Link symbols in a meaningful sequence	√			
	FP 7. Produce name	√			
ELA Standard 15 - Writing (First Grade 1.3) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
	1. Produce Name	√		Using a template/stencil Drawing/Art Writing Name on Paper	Templates/Stencils Books Writing Implements Paper
	2. Produce simple words (i.e., shopping list)	√			

Print legibly and space letters, words, and sentences appropriately	3. Use appropriate letter size in the document	√		Journal Writing Typing on the computer	Copying Dittos/Activities Language Arts Software
	4. Produce 2-3 words phrase (address, directions, need or want)	√		Sentence Building Form Completion Copying from models Shopping Lists	Computers/Keyboards

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

LANGUAGE ARTS: Listening/Speaking

ELA Standard 17 - Listening (Kindergarten 1.1) CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Understand and follow one- and two-step directions	FP 1. Orient in direction of speaker	√		Role playing Review listening rules	N/A
	FP 2. Respond to voice by stopping activity	√			
	FP 3. Attend to speaker	√			
	FP 4. Follow simple directions	√			
	FP 5. Perform action to comply with direction	√			
ELA Standard 24 - Speaking (Ninth/Tenth Grade 2.3) CAPA Levels 4-5 / Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Apply appropriate interviewing techniques	FP 1. Interact [appropriately] with another person (i.e. proximity, tone, volume, clarity) -Includes communicating wants/needs	√		Social skills class (group) Prepare and ask relevant questions Note person's response Practice active listening Retell story or event in a simple sequence Use visual cues and reminders High interest whole and small group activities Report on a topic with facts and details	Social Skills curriculum Active Listening review Visual cues Visual reminders Access to books/ information sources Access to community
	FP 2. Discriminate when to ask and when to reciprocate (i.e. take turns while communicating) -Includes raising hand, active listening	√			
	FP 3. Maintain topic in conversation appropriate for place, role, and social situation	√			
	FP 4. Identify and relate work experiences/ skills relevant to job	√	√		
	FP 5. Ask relevant questions during interview -Includes conversations -Includes group dialogue	√			

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VIA CENTER COURSE OF STUDY - Grades 7- 12+

MATHEMATICS: Number Sense

Math Standard 3 (Kindergarten 2.1) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	FP 1. Identify quantities of objects	√		Follow curriculum map for <i>California Mathematics</i> text in systematic order.	<i>California Mathematics</i> (Scott Foresman) text at levels: K-4
	FP 2. Perform addition facts with concrete objects	√			
	FP 3. Perform subtraction facts with concrete objects	√		Use manipulatives to solve addition and/or subtraction problems Calculator activities Store trips, real/mock Match # to objects Kinesthetic activities	Math manipulatives Number cards Pegboard Flashcards: addition Flashcards: subtraction Calculator Mock checks
	FP 4. Perform basic addition/subtraction using a calculator for functional activities (i.e. balancing checkbook, totaling amount of shopping list)	√	√		

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

MATHEMATICS: Number Sense

Math Standard 5 (First Grade 1.1) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Count, read, and write whole numbers up to 100.	FP 1. Identify numerals	√		Follow textbook lessons	<i>California Mathematics</i> (Scott Foresman) text at levels: K-4
	FP 2. Produce numerals	√		Flashcard practice	
	FP 3. Count by rote to 10 or higher	√		Complete hundred chart Rote count aloud	Number flashcards Manipulatives
	FP 4. Count out requested number of objects	√		Play store (practice) Daily practice of	Numeral dittos Environmental examples
	FP 5. Count orally by number sets (by 2's, 5's, 10's, etc)	√		personal numeric information	(i.e. copies of student's address, telephone number, bus route, room number)
	FP 6. Recognize numerals within school environment/community setting (i.e. address, room number, phone number, bus route)	√	√	Matching activities (set of ten numbers at each time) Numeral practice (ditto) Manipulative use Kinesthetic activities Math chains	Copies of hundred chart Number charts

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

MATHEMATICS: Counting and Money

Math Standard 6 (First Grade 1.5) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Identify and know the values of coins and show different combinations of coins that equal the same value.	FP 1. Match coins and bills	√		Textbook lessons relevant to money	<i>California Mathematics</i> (Scott Foresman) text at levels: K-4
	FP 2. Sort money into like groups	√		Sorting like-coins/bills	
	FP 3. Identify coins and bills	√		Coin classification	Manipulatives
	FP 4. Identify value of coins and bills	√		Purchasing item from a vending machine	Coins (mock or real) Bills (mock or real)
	FP 5. Use coin operated machines	√	√	Hands-on practice Money identification wall	Coin matching dittos

Math Standard 7 (Second Grade 5.1) CAPA Levels 4-5 / Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Community trips to store
Solve problems using combinations of coins and bills.	FP 7. Combine coins to equal \$1.00	✓		Community trips to store	Mock register (optional)
	FP 1. Exchange coins for desired item	✓		Textbook lessons relevant to money	Access: coin-op machine
	FP 2. Combine coins to equal specified amount	✓		Coin classification	Desired objects to 'buy' for mock trials.
	FP 4. Count change from purchase	✓	✓	Purchasing item from a store in community	Pocket chart (optional)
	FP 5. Match coins/bills to written amount	✓		Hands-on practice	Money wall
	FP 6. Pay for food/services/goods and wait for change	✓	✓	Community trips to store	Access to community:
	FP 7. Count out correct change up to one dollar	✓	✓	Token exchange in class	-grocery store
FP 8. Pay the exact amount for an item that costs more than one dollar	✓	✓	Mock restaurant	-restaurant	
			Participation in Café Via	-dollar/toy store	
			Restaurant visit	-pharmacy	
			Purchasing practice	-snack bar/stand	
			Money combination dittos		
			Subtraction practice		

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

MATHEMATICS: Measurement and Geometry

Math Standard 13 (First Grade 1.2) CAPA Levels 2-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Tell time to the nearest half hour and relate time to events (e.g. before/after, shorter/longer)	FP 1. Identify the activities which come before or after a specified activity	√		Textbook lessons relevant to time telling	<i>California Mathematics</i> (Scott Foresman) text at levels: K-4 Clock Small student clock Time telling dittos Daily schedule Schedule icons/activities Watch (optional)
	FP 2. Identify hour and minute hand	√			
	FP 3. Indicate time to the $\frac{1}{2}$ hour	√		Practice on student clock	
	FP 4. Indicate time using before and after as related to a daily routine activity	√			
	FP 5. Indicate time to the quarter hour	√		Use of daily schedule	
	FP 6. Arrive at a specified time	√		Kinesthetic activities (i.e. students as hour and minute hands)	

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

MATHEMATICS: Measurement and Geometry

ELA Standard 16 (First Grade 1.1) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	FP 1. Identify objects of different sizes	✓		Textbook lessons relevant to measurement	<i>California Mathematics</i> (Scott Foresman) text at levels: K-4 Varied objects to sort Foot long ruler Yardstick Measuring cups Measuring spoons Access to kitchen
	FP 2. Identify objects of different lengths	✓			
	FP 3. Identify objects of different weights	✓		Participation in Café Via	
	FP 5. Sort items according to single attribute	✓		Sorting activities (i.e. blocks, toys, school items, people, animals)	
	FP 7. Measure using inch, foot, and yard	✓	✓	Cooking activity Baking items for community event	
	FP 8. Measure food product using $\frac{1}{2}$ cup/1 cup		✓	Measuring shadows "Dinosaur Hunt"	
	FP 9. Measure food product using 1 T/1 tsp		✓	measuring activity	

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

HISTORY-SOCIAL SCIENCE: History

H/SS Standard 17 (Kindergarten K.6.1) CAPA Levels 4-5 /Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
	FP 1. Identify a picture of a person associated			Activities centered	Theme related reading

Identify the purposes of and the people and events honored in, commemorative holidays, including human struggles that were the basis for the events (e.g. Thanksgiving, Independence Day, Washington's Birthday, Lincoln's Birthday, Martin Luther King)	with a holiday or event (e.g. George Washington/Washington's Birthday)		√	around people, events, and holidays such as: Indigenous Peoples Day, Halloween, Day of the Dead, Election Day, Thanksgiving, Hanukkah, Christmas, Kwanzaa, MLK, Abraham Lincoln, George Washington, St. Patrick's Day, Earth Day, Flag Day, Cinco De Mayo, Independence Day	materials Multimedia materials about historic figures (videos, photographs, stories, internet) Pictures from home to link to prior experiences
	FP 2. Match a holiday/traditional symbol with the holiday		√		
	FP 3. Answer questions about a holiday or a tradition		√		

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

HISTORY-SOCIAL SCIENCE: History

H/SS Standard 16 (Second Grade 2.1.3) CAPA Levels 2-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Place important events in their lives in the order in which they occurred (e.g. on a timeline or storyboard)	FP 1. Follow a schedule of daily activities	√		Sequencing activities Manage daily schedule Sequence days of week using word cards Sequence months of year using word cards	Daily schedule Days of Week cards Months of Year cards Sentence strips
	FP 6. Identify days of the week in order	√			
	FP 7. Identify months of the year in order	√			
	FP 9. Answer questions about important personal dates	√	√		
	FP 10. Describe events of past/future experience in logical, sequential order	√	√		

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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

HISTORY-SOCIAL SCIENCE: History

H/SS Standard 9 (First grade 1.6.2) CAPA Levels 4-5 /Grades: 6-11+	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Identify the specialized work that people do to manufacture, transport and market goods and services and the contributions of	FP 1. Identify skills needed for a specific job in the home or community	✓	✓	Participation in WorkAbility program, (usually within the IEP or ITP.)	Workers/Occupations icons and pictures Access to community Timecards
	FP 2. Determine tools or equipment needed for a specific job in the home or community	✓	✓		
	FP 3. Research the duties/tasks of a specific job in the home or community	✓	✓	Participation in daily	

those who work in the home	FP 4. Role play job activities of various occupations		√	vocational tasks up to 15 minutes. (Students 16+ are able to apply for off-campus employment, but would be accompanied by a job coach at all times Career fair visit Career Day Mock interviews Matching pictures to occupations	
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

SCIENCE: Life Science

Science Standard 13 (First Grade 2.b) CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Students know both plants and animals need water, animals need food and plants need light	FP 1. Identify animals.		√	Gardening unit: researching plant, planting seed in soil, observing growth, taking data. Visits to nursery	Seeds Soil Gardening supplies Animal pictures Plant pictures Life Science dittos Access to community
	FP 2. Identify plants.		√		
	FP 4. Match animals to their appropriate food source		√		
	FP 5. Identify appropriate habitat for specific animal		√		

	FP 7. Care for a plant		√	Visits to community gardens	
	FP 9. Plant seed/seedling, observe its growth		√		

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

SCIENCE: Life Science

Science Standard 18 (First Grade 3.b) CAPA Levels 1-5 / Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	FP 1. Match pictures of weather to same		√	Weather unit: -using thermometer -tracking temperature -kite flying	Weather icons Weather picture cards Weather word cards Thermometer Kites Access to weather Reports (i.e. news program, newspaper, website)
	FP 2. Identify various kinds of weather		√		
	FP 3. Identify weather descriptors (e.g. temperature, precipitation, wind, etc)		√		
	FP 5. Categorize various weather conditions to specific seasons (e.g. snow to winter)		√	Seasons unit: -autumn, winter, summer, spring	
	FP 7. Dress appropriately for different weather conditions		√		
	FP 8. Use weather prediction to determine what to wear to school/work		√		

				Daily acknowledgement of weather and appropriate dress	
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VIA CENTER COURSE OF STUDY - Grades 7 - 12+

PHYSICAL EDUCATION: Safety & Movement/Mobility

PE Skill 1 -Safety CAPA Levels 1-5 /Grades: all	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Learn to use equipment safely and responsibly	FP 1. Wear necessary safety equipment (e.g. helmet for bike riding, shin pads for soccer, etc.)		√	Trips to park	Access to community Access to parks Access to equipment Appropriate safety gear Appropriate equipment
	FP 2. Identify safety equipment needed for recreational activity		√	Bike riding	
	FP 3. Request appropriate safety equipment for activity		√	Direct instruction in safety	
	FP 4. Follow directions and instructions when using equipment		√	Role playing	
	FP 5. Use recreational equipment for its intended purpose		√		

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

PHYSICAL EDUCATION: Safety & Movement/Mobility

PE Skill 6 - Mvmt/Mobility <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Travel in different ways in a large group without bumping into others or falling.	FP 2. Navigate around stationary obstacles without bumping into them (e.g. tables, chairs, walls, doorways, etc)	✓	✓	Obstacle course Play follow the leader	Access to community People Stationary objects
	FP 3. Follow leader in a group activity without bumping into others (e.g. warm up drills, aerobics, swimming, dancing, walking in a line, etc)	✓	✓	Kinesthetic group activities Role playing	
	FP 4. Navigate through a group of people without bumping into others (e.g. cafeteria, assembly, passing period, community settings, etc)	✓	✓	Dance/Movement club	

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

PHYSICAL EDUCATION: Recreation/Leisure/Sportsmanship

PE Skill 13 <i>CAPA Levels 1-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
Participate in games, sports, dance and outdoor pursuits, both in and outside of school, according to individual interests and capabilities	FP 1. Accept exposure to a variety of activities	√	√	Participation in clubs	Access to community
	FP 2. Choose preferred activity	√	√	Park/community trips	Access to sports equipment
	FP 4. Actively engage in preferred activity	√	√	Direct game instruction	Access to high interest activities (i.e. games)
	FP 5. Actively engage in preferred activity in a variety of settings	√		Participation in choice time	

VIA CENTER COURSE OF STUDY - Grades 7 - 12+

PHYSICAL EDUCATION: Recreation/Leisure/Sportsmanship

PE Skill 15 <i>CAPA Levels 2-5 / Grades: all</i>	Functional Performance Indicators	IEP Obj.	Gen. Curr.	Activities	Materials
	FP 1. Identify game officials/referees	√		Participate/observe sport in community,	Access to community

Accept and respect the decisions made by game officials - whether they are students, teachers or officials outside of school.	FP 2. Follow instructions of game officials/referees	√		media, or school setting	Access to sports equipment
	FP 3. Accept when turn is up	√		Learn rules of various sports games	Access to high interest activities (i.e. games)
	FP 4. Accept game outcome appropriately	√		Participation in Social Skills group	

