

,A FUNCTIONAL CURRICULUM TO BE USED WITH DEVELOPMENTALLY
DISABLED STUDENTS OF NORTHRIDGE HIGH SCHOOL,

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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DEDICATION

This master's project is dedicated to my husband, Dwayne, for all of his love, support, and patience in seeing me through it.

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CHAPTER I

Introduction

Currently the Developmentally Disabled (D.D.) curriculum of Northridge High School (N.H.S.) is a "watered-down" version of the regular education curriculum. The teachers are teaching the regular education curriculum at a slower pace, with a low probability that the skills being taught will ever be required in daily life. The D.D. teachers spend a great deal of their time teaching areas such as: parts of speech, capitalization, punctuation, and memorization of multiplication facts. That is, knowledge that is generally mastered in the elementary grades. Although these areas are important, the students are often "turned off." They have been failing the same lessons for years, and they are tired of it. These students seem to be telling us that what we are teaching is not important to them, nor is it significant in their lives. Not only is the instruction nonfunctional, it is also artificial, and many times inappropriate for the student's chronological age.

The current Developmentally Disabled curriculum doesn't seem to be meeting the needs of the D.D. population. By not teaching students the skills that they need to survive in every day living, we are failing our students.

Each year for the past five years, Northridge High School has had a high drop out rate of D.D. students, as indicated by the following statistics.

Northridge D.D. Dropout Rate	
1986-1987	20%
1987-1988	30%
1988-1989	18.4%
1989-1990	32.2%
1990-1991	16.6%
1991-1992	12%

The average dropout rate for the past five years is 21.5%. This figure is too high when compared to the regular student dropout rate of 10%. Northridge is losing too many D.D. students, due to the watered-down version of the curriculum.

Of the D.D. students who do graduate from N.H.S., they are graduating without adequate skills to function independently in the real world. Many of them are unemployed, so they are still living at home. Many of them are unable to successfully do daily activities such as pay a bill by check, address an envelope, read a bus schedule, or even bake a cake from a mix. It is inappropriate then to be teaching a watered-down academic curriculum for D.D. adolescents and young adults, if it does not promote student success in school, or develop necessary daily living skills. As an alternative to the watered-down curriculum, chronological-age-appropriate functional skills curriculum would be more effective.

Adolescents and young adults need to learn how to access and use the community resources which are available to them

and to learn skills which will allow them to participate in enjoyable activities. In addition, they need to learn vocational skills to increase and enhance their contribution to society as productive citizens (Ford, 1980). We need to prepare our D.D. students for the world of work, and for independent living. A functional curriculum would do just that.

Functional skills refer to a variety of skills that are frequently demanded in natural, domestic, vocational, and community environments (Brown, Branston, Hamre-Nietupski, Pumpian, 1979).

Objective

The special educators of N.H.S. have a responsibility to the students to equip them with the necessary social and vocational skills needed to enable them to function independently and to lead productive lives once they have graduated.

A functional curriculum and Work-Study program guidelines that will allow for the development of critical thinking skills that will aid students in functioning at school, home, and in the community are to be developed for secondary D.D. students in the Northridge School District. It will include a work-study component, occupational preparation, personal/social skills, and daily living skills.

Approximately two years ago the Northridge district began to move toward a more functional curriculum. For nearly a year information was gathered about functional curriculum and implementation was begun in one of the high school classes. As the curriculum was implemented it became evident that a variety of skills that were assumed the students knew, such as looking up the channel for a TV program, and reading their own class schedules, they actually couldn't do.

This information was shared with the other special education staff in the district. Several teachers indicated an interest in a functional approach. However, there still were those who had taught their classes the same way for a number of years and did not see the relevance of a curriculum with a functional approach. Others wanted a more functional curriculum, but didn't have the time nor the energy to make the necessary curricular changes.

Eventually, the idea was discussed with the district curriculum coordinator who favored the functional approach. A visitation to Northmont's Developmentally Disabled program was arranged for the entire middle school and high school special education staff. A visitation was also arranged for the principals and assistant superintendent of the district.

The functional curriculum movement was under way! The assistant superintendent and high school principal were both so impressed with the visitation, they decided that a

functional curriculum should be implemented at the high school level.

The entire special education department was due for a curriculum update. After three department meetings it was decided to develop and implement a more functional curriculum.

Significance of the Study

It is very important for a special educator to know that students are getting the best possible education. With the current curriculum, students are lacking knowledge and resources to become productive members of society. Student after student has dropped out of our D.D. program. They verbalized to the teachers upon return visits, that they were bored with the curriculum, and tired of failing the same lessons year after year. Furthermore, graduates have been unable to find or keep employment because they do not have the occupational or social skills that are needed for employment opportunities. There are many students who graduated four or five years ago who lack many of the skills necessary to function on their own. These students are still living at home with parents. They are dependent on their parents for many of their basic needs. It is time to see an end to these situations. Teachers need to know that their students are getting the best possible education. They also

need to know that their students are getting the skills necessary to lead successful, enjoyable, productive lives.

The assistant superintendent of Northridge Schools, along with the high school principal have given their approval to developing and implementing a functional curriculum at the high school level. It is the goal of the district to be able to implement such a curriculum by the 1992-1993 school year. This curriculum should change the lives of the D.D. students in the Work-Study program by reducing the number of drop outs, increasing the attendance rate, and promoting success in school, at home, work, and in the community.

Definitions

Developmentally Disabled (D.D.) - A person who has significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period (American Association of Mental Deficiency, 1975). Nationally this means an IQ of 70 or below, and for the state of Ohio, an IQ of 80 or below.

Functional Skills - Refers to the variety of skills that are frequently demanded in natural, domestic, vocational, and community environments (Brown, Branston, Hamre-Nietupski, Pumpian, 1979).

Mildly Handicapped - Includes Developmentally Disabled (D.D.), Learning Disabled (L.D.), and Severe Behavioral Handicapped (S.B.H.) persons.

Natural Environment - Refers to the variety of least restrictive environments in which handicapped students are being prepared to function. These environments are important to curriculum development both as locations for training and as a sources of curricular content (Brown, Branston, Hamre-Nietupski, Pumpian, 1979).

Work-Study Program - An environment that allows high school students to spend a portion of the regular school day in the classroom and the other portion of the day gaining work experience either on an in-school job site, or an out-of-school community job placement, for pay. Full release from school to report to a work site is also an option. Full release is decided upon on an individual basis, based on student needs.

CHAPTER II

Review of Literature

A sizeable portion of special education students are mildly handicapped (Edgar & Hayden, 1985). For these students, prospects for completing high school are generally bleak (Olwing & Stocking, 1985). These kids seem to just disappear from our secondary schools. They also tend to be from ethnic minority families, and do not adjust well to adult life in the community.

The analyses of data collected in follow-up studies of handicapped students who left school indicate that the transition process to work, or community living is incomplete. Secondary special education programs seem to have had very little impact on the student's ability to adjust to the world outside the community of school. According to Edgar (1987), few handicapped students move from school to independent living in communities. More than 30% of the students enrolled in secondary education programs drop out; and, neither they nor the graduates find adequate employment opportunities (Edgar, 1987). According to Walker (1991) national statistics indicate that 42% of the mildly handicapped population in our schools, drop out; and of the students who do graduate, 75% of them are unemployed after graduation. Of those who remain in school and graduate, less than 15% obtain employment with a salary above minimum wage

(Edgar, 1987). Obviously, the mildly handicapped students are at risk.

It has been noted that school experience affects employment status. There is a significant relationship between employability status and the manner of school exit. Graduates tend to have a higher rate of employment. There is also an association between employment status and vocational education training. Those students who had vocational education have a higher rate of employability than those students who did not get vocational training (Hasazi, Gordon, Roe, 1985).

In the fall of 1985, a phone survey was conducted with 1,000 handicapped people 16 years of age or older. Results from that survey suggest that:

- 67% of all Americans with handicaps between the ages of 16 and 64 are not working.
- if an individual with a handicap is working, that person is 75% more likely to be employed part-time.
- of all persons with handicaps not working, 67% want to work (Rusch, Phelps, 1987).

Although several million individuals with handicaps are denied opportunities to engage in meaningful employment, these individuals do possess the potential to live and work in the community (Olwing & Stocking, 1985).

From this comes a realization that changes are needed. Programs need to be altered to better prepare students for

the next environment.

The program goals for special education according to the state of Ohio are:

- (1.) to provide skills that lead to independence as an adult based upon the evaluation of each child,
- (2.) to provide objectives leading to one or more occupational skills, and
- (3.) whatever is taught should be developmentally sequential (Rules For the Education of Handicapped Children, 1982).

By using the watered-down academic approach, many teachers in Ohio may not be meeting these program goals.

Education should equip students with skills that will increase their chance of finding and keeping a job or furnish them with the knowledge and skills they need to create their own employment (Dawson, 1986). The curriculum model that seems to offer the best alternative is a functional or life

ls approach (Browder & Stewart, 1982; Brown, et al. 1979, Snell, 1983). If classes focus around students current and future needs, more students will learn and enjoy learning more (Hakerman & Quinn, 1986).

The functional curriculum model was developed as a result of analysis of the unique problems of students with severe handicaps. The problems included:

- (1.) lack of stimulus generalization,
- (2.) inability to learn quickly, and

(3.) inability to know when and where to use skills
(Gaylord-Rosi & Holvoet, 1985).

Locally, Northmont Senior High School was one of the first districts to implement a functional curriculum. In 1978, Northmont had a 42% dropout rate, and a 72% unemployment rate after graduation. After implementation of the functional curriculum, the dropout rate by 1990 had dropped to 6.25%, and 92% of the graduates had had employment since graduation with 80% still employed at the time of contact (Walker, 1991). According to Walker (1991), the Northmont High School D.D. teacher, one of the most noticeable changes as a result of the implementation of a functional curriculum was the students' excitement over being successful both in school, and on the job.

There are two major differences between a functional and developmental program. First, the proponents of a functional curriculum insist on the use of natural materials and settings or those that approximate natural settings and materials, cues, and prompts. Secondly, the objectives of the functional curriculum should be of value to the student in their present or future environments (Weisenfeld, 1987). It is necessary to teach as many skills as possible in as many natural extra school environments as are appropriate (Brown, 1976). Towards the end of the school experience, less time should be spent on school grounds, and more in a variety of non-school environments in which the student will

function, upon the completion of high school. On the other hand, the proponents of the developmental program are that it is sequenced, skill based, and readiness implied.

Functional skills are not limited to performances which effect the actual survival or physical well-being of an individual; they also include a variety of skills which influence a student's ability to perform as independently and as productively as possible at home, school, and in the community. Nonfunctional skills are those that have extremely low probability of being required in daily activities (Brown, Branston, Hamre-Nietupski, Pumpian, 1979). Any skill can be functional or nonfunctional depending on the materials and teaching context.

As for discipline of students who are involved with a functional curriculum, they should be given logical, natural consequences (Walker, 1991).

Revisions of present day curriculums need to be made to make students more communicative and interactive with their own environments (Browder, Martin, 1986). In order to test the efficacy of the functional curriculum against a developmental curriculum, educators must begin employing the functional curriculum (Weisenfeld 1987). Whatever the students's abilities, they need functional activities that are designed to meet their individual needs in the environment in which they live and work. This is not only desirable, but it is mandated by the State of Ohio that each

student have an Individualized Educational Plan (I.E.P.).
All students should be given the opportunity to achieve their
full human potential, however great or limited.

CHAPTER III

Procedures

Basic data for this project would be accomplished through a search of related literature in the fields of secondary D.D. programs, career education, life skills, and curriculum design.

Additional information would include visitations to programs in the area that have functional curriculums, and attendance at workshops on functional curriculum given by the Miami Valley Special Education Center.

The final curriculum would be based upon:

- (a.) a review of the literature, area programs, workshops, and
- (b.) participation of other special education staff members in the district, and
- (c.) the philosophy of Northridge Schools, and
- (c.) this researcher's philosophy.

Implementation of Functional Curriculum:

Implementing a functional curriculum means change; that is not always an easy task. The staff and administration of Northridge Local Schools have agreed upon such a change.

To implement a functional curriculum, there must be active involvement of school administration, staff, county coordinators and supervisors who service the district. Each

staff member needs to be able to communicate their ideas and needs with each other, and to take part in the decision-making process. The curriculum is sequenced from elementary to secondary grades. Elementary and secondary staff must then coordinate their efforts to provide for the learning of each competency to avoid redundancy and to assure the age appropriateness of the goals.

Implementing a functional curriculum requires a change from a traditional content based curriculum to one that includes more "process"/application. Process application suggests that what is being taught is no more important than how it is being taught. Units should be determined out of the needs, interests, problems and functioning levels of the learners. Once this is done, objectives need to be identified to accomplish the unit. This would mean going back to the life problems and selecting the needed objectives as they relate to the students current and future needs. The number of objectives selected will depend upon the topic and the scope intended for the unit.

Once the objectives are determined the next step is to plan the learning experiences that will aid in meeting the objectives. As educators, we need to broaden and strengthen the quality of educational experiences of our students. When using a functional curriculum, model the use of either natural materials or settings, or those that most nearly approximate natural settings, materials, cues and prompts are

critical. This may include teaching in community settings, having guest speakers, demonstrations, role playing, and hands-on experiences. In short, active participation on the part of the student, with no limit to the type of experiences.

A functionality check needs to be done on the activities that have been selected for any particular unit. Do this by asking yourself the following questions:

1. Does it have a high probability of being required in daily life?
2. Is it age appropriate?
3. Are there logical/natural consequences for success or failure?
4. Will it be taught as it would appear in real life?
(Walker, 1991).

If you answered "yes" to each of the questions above, then the activities that you have selected are of a functional nature and are appropriate.

The next stage is the implementation or the actual teaching. The material to be taught and the related activities to be used need to be organized in daily/weekly schedules. This can be a very involved task.

As an example, let's say that you wanted to do a unit on reading bus schedules. Your objective is for the student to be able to read and use the bus schedule independently. You may use worksheets to teach the unit, but make sure that they

are functional. To do this, pull actual bus schedules from the student's own community and use those schedules to generate the worksheet or worksheets to be used. Have questions on those worksheets that at some point in their life may be pertinent to the student. Questions such as: If you need to be at work in Downtown Dayton at 8:00 A.M. when and where would you catch the bus to be on time for work? Once students have an understanding of how to read and use a bus schedule, there are many other things the student needs to know. Things such as cost for riding the bus, how to obtain a monthly pass, safety rules on the bus, how to make a transfer, what a dash in downtown is, how to let the driver know that you need to get off at the next stop, and so on. I said that students need to "actively participate." They need to test out what they have learned. To do this, you could have all of the students complete the necessary form to obtain a handicapped card, which will entitle them to reduced fare every time they ride the bus for the rest of their lives. Or, have the students plan a trip using the local bus system. Then, actually take the planned trip as a class project. The trip planned could even be to the bus center or service garage to further broaden their understanding of the bus system. (Consider the other objectives and units that could be taught with this one activity. Telephone conversation skills in order to call the business to schedule the trip, organizational skills, time management skills,

social skills, map skills, language skills as needed to complete forms necessary to take the trip, etc...).

The final stage is evaluation. Careful observation of the students must continuously take place. Objectives and activities must be modified whenever a need arises. For example, let's use the bus schedule unit as already mentioned. It seems ridiculous to teach a unit on bus schedules if there is not a need for the student. Student evaluation and specific objectives need to be complete before the unit is developed. It also seems ridiculous to teach a unit on reading bus schedules if the student does not have an understanding of all of the other things involved when riding a bus. You may find at any given time during the unit that there is something that the student does not know. Something as simple as where do they put the fare when boarding the bus, to something as complicated as how to count out the correct change needed for the fare. Either way, you need to be aware of the student's needs at all times. By being observant to the student, new needs and problems to address may surface, which will begin the process of selecting new units, objectives, activities, and materials all over again.

Chapter IV

Summary

The following course of study has been designed for those students in Northridge Local Schools who have been identified as Developmentally Disabled according to the State of Ohio, Rules for the Education of Handicapped Students.

The course of study was envisioned as an answer to meet the needs of students enrolled in the high school special education classes of the Northridge district. The special education staff, work-study coordinator, employers, parents and students identified skills the students did not have through interviews and discussion over a two year period of time. As parents recognized that their child was deficient in one or more of the identified skills, they brought it to the attention of the staff to be addressed in the classroom. Additionally, as the work-study coordinator had work evaluation meetings with the students' employers, areas of student deficiencies were discussed and noted on the student evaluation. The evaluation was then shared with the staff, and the student, so that the deficient areas could be addressed before the next work evaluation took place. Many skills were identified as being of concern over this two year period of time. These skills have since become a major component of the new course of study.

To compile this new course of study, objectives from

the past course of study which were most essential for functioning independently as an adult were kept. These objectives were meshed with the skills identified as being of major concern for the students in the program. Additionally, daily life skills not covered anywhere in the past course of study were added. Those skills were identified by reviewing the course of study from many other districts who currently are implementing a more functional curriculum. Those skills specifically pertain to daily living skills, dealing with leisure time, social interaction, pre-vocational and occupational skills, and various other life management skills.

The special education staff also researched other districts' courses of study by visiting existing programs, and through attendance at a workshop on functional curriculum given by the Miami Valley Special Education Center.

Basic graduation requirements are addressed early in the 9th and 10th grades. Students are enrolled in a full schedule designed to help them meet the basic graduation requirements as dictated by the state of Ohio and the district.

In the 11th and 12th grades, the curriculum emphasis shifts to vocational/occupational, work-study, and Joint Vocational Schooling. If graduation requirements are in order, they are eligible for early release from school to go to a community work site, monitored by a work-study

coordinator. Ideally, a senior has no required graduation classes. If graduation requirements are in order, the student is eligible for full release from school to work at a community site based upon individual student needs.

Students working at a community site may earn credits toward graduation at a rate of one credit per 240 hours of work completed. Students must submit a wage and hour form to the Work-Study Coordinator each month indicating the total hours worked, gross pay, net pay and tax deductions. Sophomores working on at a community site may earn one credit towards graduation, juniors may earn up to three, and seniors may earn up to five.

In developing the new course of study consideration was given to the wide range of ability levels of the students. The curriculum is intended to meet the needs and interests of all students in the program.

The overall goal of the program is to enable students to develop the skills necessary to meet the realistic demands of their lives as they leave school and engage in activities in the every day world.

Results

What has resulted is a curriculum that is more functional than the previous one. It contains many of the basic skills that have been in the curriculum for years, but also has many new daily living skills to be addressed. It is

hoped that the teachers will spend the next few years getting familiar with the new curriculum so that when it needs to be updated again, that an even more functional curriculum can be implemented. It is also hoped that records on attendance, drop-out rate, and academic achievement will be kept in order to monitor the effectiveness of implementing a functional curriculum.

Moving toward a functional curriculum is a slow process. It requires a change of philosophy, and a new frame of reference for teaching. It requires an attitude change, and that takes time.

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C U R R I C U L U M G U I D E

THE
DEVELOPMENTALLY DISABLED
PROGRAM
CURRICULUM

NORTHRIDGE LOCAL SCHOOLS
April, 1992

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W O R K - S T U D Y G U I D E L I N E S

NORTHRIDGE HIGH SCHOOL
April, 1992

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INTRODUCTION

This course of study has been developed to be consistent with the Northridge Local Schools philosophy. Its purpose is to identify the skills and concepts that educators are responsible for teaching. It gives parents and students an accurate description of the components of the Developmentally Disabled Program. It also ensures commonality and continuity in the educational program available to students within the district.

The format of the course of study is presented from K-12 levels. This allows educators to address the varied range of abilities and learning rates exhibited within the Developmentally Disabled population and guarantees a continuum of skills from grades K-12. Objectives may be taught at varying times, depending on the individual needs of the students.

The emphasis of this document is on the application of skills, both social and academic. Whenever possible, students will be encouraged to demonstrate the acquisition of skills in the community. Field trips, community-based instruction, work experiences, and socialization activities are an integral part of the Developmentally Disabled program.

District Philosophy

As representatives of the community, the Northridge Board of Education is committed to providing the best educational opportunities possible for all students within the available resources of the community.

We believe that all students can learn and should be challenged to make the best use of their potential. These opportunities are best provided in an environment where all staff members perform.

We expect students to become responsible, independent thinkers and efficient problem-solvers in school and throughout their lives. They should be encouraged to develop a sense of pride, self-discipline, self-worth, and respect for others of different cultures and backgrounds as they achieve the important skills of reading, writing, listening, speaking, and computation.

We trust that students will expand their potential for individual creativity, appreciation for the arts, and the positive use of leisure time. Upon graduation, students should be prepared for a lifetime of democratic participation as well-balanced individuals academically, socially, emotionally, and physically in accord with their individual interests, abilities, aspirations, and motivations.

Finally, we believe that citizens should be informed, involved, and encouraged to be supportive in all aspects of their community's educational effort through open and honest communications with all school personnel.

Adopted by Board: June 19, 1985

DISTRICT GOALS AND OBJECTIVES

The purpose of the Northridge Local Schools shall be to provide for and to encourage the intellectual growth of the youth in Northridge. Through the development of skills and attitudes the district school shall strive to assist students to become growing, contributing individuals and members of society.

A. GOALS:

The curriculum goals for each student shall be to obtain or to develop:

1. A general education.
2. Skills in reading, writing, speaking and listening.
3. Good character and self-respect.
4. A desire for lifelong learning.
5. Pride in work and a feeling of self-worth.
6. An ability to become a good manager of money, property and other resources.
7. An ability to evaluate and use information.
8. A capability of functioning as a good citizen.
9. An ability of gaining information necessary to make job selections.
10. An ability to respect and get along with the people with whom the student will work and live.
11. A knowledge of and willingness to practice safe and healthful living.
12. A knowledge of and willingness to practice the skills of family living.
13. The skills necessary to enter a specific field of work.
14. An ability to respect and get along with people who think, dress and act differently.

15. A knowledge and understanding of changes that are taking place in the world.

A. GOALS: (continued)

16. A knowledge of and a desire to practice democratic ideas and ideals.
17. A knowledge of and skills for the constructive use of leisure time.
18. An ability to appreciate culture and beauty in the world.

B. OBJECTIVES:

The objectives of the school curriculum shall be practical, attainable and measurable. The objectives for individual subject curricula shall be directly related to one or more of the board's goals. Decisions of the board and administrative actions relevant to the operation of the school district must be in harmony with goals and objectives adopted by the board.

Adopted by Board: July 19, 1978

D.D. Program Philosophy

The program for the Developmentally Disabled students of Northridge Local Schools is based on the total life of the student as they meet the challenges and demands that are an integral part of functioning in society. Each student is provided with opportunities to acquire those skills necessary to meet their day-to-day needs and interests, to participate and interact with others, to obtain and keep employment, and to function independently and productively in a wide variety of community environments.

The program recognizes each student as worthy and valuable. It also recognizes that each student has the right to develop; the right to learn; the right to succeed; the right to be challenged; the right to have social interactions with others; the right to make their own choices; the right to participate in their environment; and the right to be a productive member of society regardless of intellectual ability or behavioral characteristics.

It is the role of the educational staff to help secure these students' rights. This can be accomplished by more student visitations to a variety of community facilities; a better student awareness of community services available; a better relationship built between school and community

service agencies; more hands-on, real-life experiences in the teaching of activities and lessons; and a staff that is caring, cooperative, and committed to student success.

Finally, the curriculum content is sufficiently flexible to provide students with opportunities to develop each of their capabilities to the highest degree possible.

GRADING AND STUDENT EVALUATION

- A. The board desires a grade and reporting system which will serve as a regular and frequent source of information about educational performance and progress for the student, the student's parents, and other persons or agencies with legitimate interest in the student's educational status.
- B. The grading and reporting system shall be designed to reflect the board's belief that students will respond more readily and positively to opportunities for success than to threats of failure.
- C. The issuance of grades and other evaluative marks to students in our schools is an attempt to indicate a professional judgement about the quality of student performance at the achievement of the objectives of a particular course of study. While there is recognition of the subjective nature of this attempt, nevertheless certain principles will need to be observed.
1. That grades and other evaluative marks are to be assigned as objectively as possible and NEVER for vindictive purposes.
 2. That consistency in grading practices, from student-to-student, class-to-class, and year-to-year, is desirable.
 3. That students share the basic need for a positive self-concept and should not be assigned work where the only likely outcome is repeated failure.
 4. That the teacher has responsibility for insuring adequate opportunity, both in number and variety, for the student to demonstrate mastery of the objectives of the course of study.
- D. The board recognizes the need for a strong and cooperative relationship between the school and home in order to provide the best possible educational support for each student. The grading and reporting system should provide opportunity and impetus for establishing and maintaining this relationship.

Adopted by Board: August 20, 1980

EVALUATION POLICY

The assessment process is vital to meaningful and effective teaching and learning. Assessment results provide teachers with information they need to diagnose students' strengths and weaknesses, to design appropriate instructional activities, and to provide intervention and enrichment activities as needed.

Continuous pupil evaluation is essential for assessment of the progress toward program goals. It is necessary to: use a variety of evaluative techniques, provide a base for future planning, measure students' mastery of specified objectives, and assess the needs, growth, and achievement of students.

The most common and successful assessment techniques used by teachers in the Developmentally Disabled Program for student evaluation are:

- Brigance Inventory of Basic Skills
- Ohio Employability Skills Project
- Samples of work
- Teacher-made tests (written/oral)
- Observation
- Contracts
- Job evaluations
- Projects (individual/group)
- Notebooks or Journals
- Reports (written/oral)
- Checklists

Teachers in the Developmentally Disabled Program are encouraged to use any of the previously mentioned methods and other methods which are appropriate and effective for improving instruction and student learning.

The I.E.P. annual review process serves as an essential tool to assess and evaluate a student's progress and communicate that progress to the parent and student.

In addition to the above teacher evaluations, Section 3301-51-04 F.l.g. of the Ohio Department of Education, Rules for the Education of Handicapped Children (1982), requires that each identified student be re-evaluated by the district multidisciplinary team at least every three years, or more frequently if requested by the staff. The purpose of this assessment is to determine continued eligibility for placement or for movement to take place to the least restrictive environment.

D.D. Program Goals

Learners are confronted with a variety of situations throughout their lives. Their ability to manage these situations will determine how successful they will become. The following twelve life problems are considered to be critical problems that each individual is faced with throughout life (Cincinnati Curriculum Guide, 1964). For successful living, each of these problems needs to be solved reasonably well, in an appropriate manner, for successful living. For this reason, these problems serve as a viable basis for the course of study. The objectives in the course of study relate to one or more of the following problems:

1. Learning to keep healthy.
2. Learning to live safely.
3. Learning to communicate through math/reading.
4. Learning to be a responsible citizen.
5. Learning homemaking and family living.
6. Learning to understand oneself and get along with others.
7. Learning to understand the physical environment.
8. Learning to appreciate, create, and enjoy beauty.
9. Learning to use leisure time wisely.
10. Learning to earn a living.
11. Learning to manage money.
12. Learning to travel and move about.

The overall goals of the Developmentally Disabled

program of Northridge Local Schools are to enable each student to function successfully in the areas of:

- 1.) **Functional Academics**
- 2.) **Social/Adaptive Behavior**
- 3.) **Occupational/Vocational Skills**
- 4.) **Daily Living Skills**
- 5.) **Critical Thinking**

1.) Functional Academics: The students will become proficient in the academic areas based on their individual abilities by:

- #1 - learning to keep healthy
- #2 - learning to live safely
- #3 - learning to communicate through math/reading
- #10 - learning to earn a living
- #11 - learning to manage money

2.) Social Adaptive Behavior: The students will exhibit age appropriate behavior and language, demonstrate responsibility, and accept criticism by:

- #1 - learning to keep healthy
- #2 - learning to live safely
- #4 - learning to be a responsible citizen
- #6 - learning to understand oneself and get along with others
- #9 - learning to use leisure time wisely

- #10 - learning to earn a living
- #11 - learning to manage money
- #12 - learning to travel and move about

3.) Occupational/Vocational Skills: The students will demonstrate an understanding of concepts of work, employability traits, employee/employer responsibilities and techniques for getting and keeping a job by:

- #4 - learning to be a responsible citizen
- #6 - learning to understand oneself and get along with others
- #7 - learning to understand the physical environment
- #10 - learning to earn a living
- #11 - learning to manage money

4.) Daily Living Skills: The students will develop an understanding of skills necessary to function independently in daily life by:

- #1 - learning to keep healthy
- #2 - learning to live safely
- #5 - learning homemaking and family living
- #7 - learning to understand the physical environment
- #9 - learning to use leisure time wisely
- #12 - learning to travel and move about

5.) Critical Thinking: The students will develop adequate

problem solving and decision making skills in order to function as a responsible citizen by:

#3 - learning to communicate through math/reading

#4 - learning to be a responsible citizen

#8 - learning to appreciate, create, and enjoy beauty

#9 - learning to use leisure time wisely

LANGUAGE ARTS
PROGRAM OBJECTIVES

1. The student will develop reading skills.
2. The student will develop listening skills.
3. The student will develop oral communication skills.
4. The student will develop written communication skills.
5. The student will develop skills for English in daily living.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Language Arts - D.D.

GOALS: #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will develop reading skills.	1.1 Demonstrate the ability to use visual perception cues.					
	A. recognize colors	I	M			
	B. recognize letters of the alphabet	I	M			
	C. discriminate likenesses and differences in color, size, form, shape, pictures, and numbers	I	M			
	D. classify objects, pictures, and words	I	M			
	E. sequence events	I			M	
	F. match simple designs, patterns, and letters	I	M			
	G. develop and use a left to right - top to bottom of page progression	I	M			
	H. recognize own personal data	I	M			
	1.2 Demonstrate appropriate auditory perception skills					
	A. orally counts objects to 100	I	M			
	B. understand quantitative concepts (sm./med., some/more)	I	M			
	C. understand directional and positional concepts (in/out, go/stop)	I	M			
	1.3 Demonstrate the ability to use adequate motor control.					
	A. name and point to body parts	I	M			
	B. exhibit self-help skills (ties, buttons, zips)	I	M			
	C. name and identify right and left sides	I	M			
	D. demonstrate fine motor skills (cuts, folds, glues)	I	M			
	E. print personal data	I	M			
	1. full name	I	M			
	2. address	I	M			
	3. phone number	I	M			
	4. birthdate	I	M			
	5. social security number	I			M	
6. parent's names	I	M				

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will develop reading skills.	F. Demonstrate adequate physical motor development <ol style="list-style-type: none"> 1. coordinate eye-hand movements 2. copy from the chalkboard 3. establish a dominant hand 4. hold crayon, pencil, pen correctly 5. use left to right directionality 	I	M		
	1.4 Understand and use correct structural analysis skills in producing words. <ol style="list-style-type: none"> A. identify and use root and base words B. identify and use plurals and possessives C. read and form compound words D. read and form contractions E. read and form abbreviations 	I	I	M	M
	1.5 Understand and build vocabulary in functional language usage. <ol style="list-style-type: none"> A. identify sight words B. identify basic everyday signs C. identify informational signs D. identify common traffic signs E. identify warning signs F. identify safety signs G. identify directional words H. use context clues to get the meaning I. read vocational words as they relate to want ads, applications, paychecks... J. read words found in a domestic setting such as dials, gauges, instructions on appliances... K. recognize multiple meanings of words L. use new words when speaking to show understanding of the meaning 	I	I	M	M
	1.6 Demonstrate the ability to use the dictionary. <ol style="list-style-type: none"> A. alphabetize words B. locate words C. use guide words D. locate and use definitions E. choose the correct definition 	I	I	M	M
		I	I	M	M
		I		I	M
		I		M	
		I		M	
		I	M		
		I	M	M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will develop reading skills.	1.7 Demonstrate the ability to use the library. A. locate sections of the library B. locate books by using card catalog/computer C. identify and use call numbers D. locate and check out a book of interest	I	I I I	M M M	M M M
	1.8 Demonstrate the ability to locate and use the parts of a book. A. title page B. preface C. table of contents D. index E. glossary F. publishers information		I I I I	M I M I	M M M M
	1.9 Demonstrate the ability to locate and use different types of reading material. A. newspaper B. books C. magazines D. comics E. T.V. guide F. encyclopedia G. road maps	I	I I I I I	M M M M	M M M M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Language Arts - D.D.

- GOALS: #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.
 #4 - Learning to be a responsible citizen.
 #6 - Learning to understand oneself and others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will develop listening skills.	2.1 Demonstrate the ability to follow verbal directions. A. simple directions B. multiple directions C. listen courteously and attentively while others are giving directions D. wait to be given a task until all directions are given	I I I I			M M M M
	2.2 Demonstrate oral comprehension skills of what is heard in daily living. A. directions B. recall facts C. place events in sequential order D. recognize relationship of cause and effect E. distinguish between real and make-believe F. distinguish between fact and opinion G. predict outcomes and draw conclusions	I I I I I I I			M M M M M M M
	2.3 Demonstrate listening skills for daily living. A. tune out noises and other disturbances B. maintain eye contact C. not interrupt or distract the speaker	I I I	M M M		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Language Arts - D.D.

GOALS: #3 - Learning to communicate through math/reading.

#4 - Learning to be a responsible citizen.

#6 - Learning to understand oneself and and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
3. The student will develop oral communication skills.	3.1 Understand and demonstrate the ability to hold conversations.					
	A. recite personal information (name, address, phone)	I	M			
	B. communicate ideas to others in complete sentences that are three or more words long	I		M		
	C. give directions to get from one location to another at school	I			M	
	D. give directions to get from one loaction to another in the community	I			M	
	E. use pronouns to refer to self and others	I		M		
	F. ask simple questions	I			M	
	G. ask definitions of words	I			M	
	H. request simple information, listens, and demonstrates comprehension of information given	I			M	
	3.2 Participates in discussions with others.					
	A. speak at a rate others can understand	I			M	
	B. speak without stalling devices such as "uh"	I			M	
	C. refrain from "baby talk"	I	M			
	D. use vocabulary appropriate for grade level	I				M
	E. take turns in discussions	I				M
	F. keep to the topic being discussed			I		M
	G. express ideas effectively	I				M
	H. support own opinions with facts			I		M
	I. use proper and courteous speech	I				M
	J. ask questions appropriate to the topic/situation	I				M
	K. listen for and uses names in conversation			I		M
	L. use the telephone in everyday life			I		M
	1. memorize emergency phone numbers			I	M	
	2. know use of 911	I	M			
3. dial a telephone correctly	I				M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
3. The student will develop oral communication skills.	4. answer the telephone correctly	I		M		
	5. take messages independently and legibly		I		M	
	6. distinguish between a busy signal and a ring	I	M			
	7. call family members and friends independently		I		M	
	8. call the operator when appropriate		I		M	
	9. call directory assistance			I	M	
	10. call to place an order to make an appointment			I	M	
	11. call for information			I	M	
	12. distinguish between local and long distance calls			I	M	
	13. use a pay telephone			I	M	
	14. understand the use of area codes			I	M	
	15. understand and place long distance calls			I	M	
	16. understand and place collect calls			I	M	
	17. respond to an answering machine			I	M	
	18. carry on a conversation over the telephone	I			M	
	3.3 Perform conversational skills.	A. greet people in an appropriate manner	I		M	
		B. initiate conversation	I			M
		C. maintain conversation	I			M
	D. use and understand appropriate body language		I		M	
	E. use proper distance and space		I		M	
	F. end a conversation		I		M	
	G. use acceptable terms, slang, and topics	I			M	
3.4 Demonstrate the ability to use oral communication for daily living.	A. report information in a logical, sequential manner	I			M	
	B. describe persons, events or experiences in an interesting and detailed manner		I		M	
	C. complain appropriately if something is not satisfactory			I	M	
	D. explain and defend opinions, choices, and decisions			I	M	
	E. order a meal from a restaurant menu		I		M	
	F. request information/assistance in a place of business			I	M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Language Arts - D.D.

- GOALS: #3 - Learning to communicate through math/reading.
 #4 - Learning to be a responsible citizen.
 #5 - Learning homemaking and family living
 #6 - Learning to understand oneself and others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will develop written communication skills.	4.1 Demonstrate the ability to write. A. write capital letters of the alphabet B. write lower case letters of the alphabet C. write all letters of the alphabet without assistance D. join letters to form words E. write neatly and legibly	I I I I I	M M M M		M
	4.2 Maintain neatness and accuracy in all written work. A. use correct starting place on the paper B. develop and use margins C. use guidelines printed on the paper D. keep paper clean and neat E. use good organization on the paper F. use pen or pencil neatly and when appropriate G. use eraser without tearing paper H. evaluate work and correct errors	I I I I I I I I	M M M M I M M		M
	4.3 Develop and write a simple sentence using a complete thought.	I	M		
	4.4 Develop and write a complex sentence.		I		M
	4.5 Identify and write different types of sentences. A. declarative B. interrogative C. imperative D. exclamatory	I I	M M I I		M M
	4.6 Demonstrate the ability to write letters and notes. A. friendly letter 1. develop a topic sentence	I I			M M

PROGRAM OBJECTIVES:

4. The student will develop written communication skills.

STUDENT OBJECTIVES:

	P	I	J	H
2. develop the topic		I		M
3. develop the conclusion		I		M
4. use indentations		I		M
B. business letter			I	M
C. thank-you notes			I	M
D. invitations			I	M
E. address envelopes		I		M
F. properly fold letter for insertion into envelope			I	M
G. know the cost of postage		I		M
H. know how and where to obtain proper postage		I		M
I. evaluate work and correct errors		I		M
4.7 Demonstrate the ability to use capitalization correctly.				
A. first work in a sentence	I	M		
B. pronoun I	I	M		
C. names of people	I	M		
D. days of week	I	M		
E. months of year	I	M		
F. holidays		I	M	
G. streets and roadways		I	M	
H. cities		I	M	
I. states		I	M	
J. countries		I	M	
K. titles of people		I	M	
L. initials		I	M	
M. bodies of water		I	M	
N. some abbreviations		I	M	
O. first word in a direct quotation			I	M
P. titles of books, stories, magazines			I	M
Q. business firms			I	M
R. brand names			I	M
S. government groups			I	M
Y. proper adjectives			I	M
U. historical events and periods			I	M
V. religions and nationalities			I	M
W. directions as regions			I	M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will develop written communication skills.	4.8 Demonstrate the ability to use a period correctly. A. after a declarative sentence B. after an imperative sentence C. after initials for names D. after abbreviations	I	M		M
	4.9 Demonstrate the use of a question mark and exclamation point.	I		M	
	4.10 Demonstrate the use of a comma. A. in a date B. between city and state C. in an address D. after an introductory word (yes, no, oh, well) E. to set off names in direct address F. between words in a series G. to separate the speaker from quotation H. before a conjunction I. as an end mark in a quotation		I	M	
	A. between city and state		I	M	
	C. in an address		I	M	
	D. after an introductory word (yes, no, oh, well)			I	M
	E. to set off names in direct address			I	M
	F. between words in a series			I	M
	G. to separate the speaker from quotation			I	M
	H. before a conjunction			I	M
	I. as an end mark in a quotation			I	M
	4.11 Demonstrate the use of an apostrophe.			I	M
	A. in a contraction			I	M
	B. to form possessive nouns			I	M
	4.12 Demonstrate the ability to spell through writing.			I	M
	A. recognize letters in words	I	M		
	B. spell color words	I	M		
	C. spell number words	I	M		
	D. spell days of the week and their abbreviations	I		M	
	E. spell months of the year and their abbreviations	I		M	
	F. spell personal data	I		M	
	G. spell correctly on written work on own functional level	I			M
	H. evaluate work and correct errors		I		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Language Arts - D.D.

- GOALS: #1 - Learning to live healthy. #5 - Learning homemaking and family living.
 #2 - Learning to live safely. #6 - Learning to understand self/others.
 #3 - Learning to communicate through math/reading. #10 - Learning to earn a living.
 #4 - Learning to be a responsible citizen. #12 - Learning to travel about. PAGE 25

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
5. The student will develop skills for English in daily living.	5.1 Demonstrate practical reading skills in daily living situations. A. read signs 1. traffic 2. business safety 3. public informational B. demonstrate comprehension of signs C. read directions 1. worksheets 2. medicine labels 3. clothing labels 4. recipes 5. product assembly D. demonstrate comprehension of labels E. use telephone directory 1. white pages to locate number or address 2. business white pages to locate number or address 3. blue pages to locate zip codes, government offices 4. yellow pages to locate number or address 5. locate emergency numbers F. demonstrate comprehension of telephone directory G. read and complete forms 1. medical forms 2. application forms a. employment b. marriage license c. credit card d. passport e. post office box f. learner's permit				

PROGRAM OBJECTIVES:

STUDENT OBJECTIVES:

- g. loans
- h. enlistment - Armed Forces
- i. catalog order
- j. tax
- k. insurance
- l. change of address
- m. traffic accident
- n. birth/death records
- o. selective service
- p. voter's registration
- q. employee withholding allowance certificate
- r. to open savings/checking account
- s. to obtain a social security card
- t. to obtain a library card
- u. to obtain a bus pass
- H. demonstrate comprehension of forms
- I. read a variety of schedules
 - 1. television
 - 2. school
 - 3. work
 - 4. transportation
 - a. bus
 - b. plane
 - c. train
- J. demonstrate comprehension of schedules
- K. read menus found in community restaurants
- L. read the newspaper for leisure/information
 - 1. be able to locate and use television section
 - 2. be able to locate and use employment section
 - 3. be able to locate and use entertainment section
- M. demonstrate comprehension of the newspaper

P I J H

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MATH
PROGRAM OBJECTIVES

1. The student will demonstrate an understanding of number concepts.
2. The student will develop an understanding of measurement.
3. The student will exhibit an understanding of patterns and functions.
4. The student will demonstrate an understanding of geometry.
5. The student will develop an understanding of data analysis.
6. The student will exhibit an understanding of mental math and estimation.
7. The student will demonstrate an understanding of problem solving.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate an understanding of number concepts.	1.1 Demonstrate an understanding of quantitative concepts				
	A. little/big	I	M		
	B. short/long	I	M		
	C. some/none	I	M		
	D. least/most	I	M		
	E. thin/fat	I	M		
	F. few/many	I	M		
	G. thick/thin	I	M		
	H. light/heavy	I	M		
	I. narrow/wide	I	M		
	J. shallow deep	I	M		
	K. small/medium/large	I	M		
	L. half/whole	I	M		
	1.2 Count by rote				
A. 1 to 10		I	M		
B. 1 to 50		I	M		
C. 1 to 100		I	M		
1.3 Count objects					
A. 1 to 10		I	M		
B. 1 to 50		I	M		
C. 1 to 100		I	M		
1.4 Read numbers					
A. 1 to 10		I	M		
B. 1 to 50		I	M		
C. 1 to 99		I	M		
D. 1 to 999		I	M		
E. 1 to 9,999		I	M		

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate an understanding of number concepts.	1.5 Join sets to 10.	I	M		
	1.6 Understand numbers - show quantities to match number symbols to 10.	I	M		
	1.7 Arrange numbers in order.				
	A. 1 to 10	I	M		
	B. 10 to 100	I	M		
	C. 100 to 1,000	I	M		
	D. 10 to 10,000	I	M		
	E. ordinal numbers to tenth	I	M		
	1.8 Develop addition skills of whole numbers.				
	A. recognize addition sign (+)	I	M		
	B. compute sums to 10	I	M		
	C. compute sums to 18	I	M		
	D. add two digits without renaming	I	M		
	E. add two digits with one renaming	I	M		
	F. add three digits without renaming	I	M		
	G. add three digits with one renaming	I	M		
	H. add three digits with two renamings	I	M		
	I. add four digits with three renamings	I	M		
	J. correctly use a calculator for basic addition skills	I	M		
	1.9 Develop subtraction skills of whole numbers.				
	A. recognize subtraction sign (-)	I	M		
	B. compute differences from 10	I	M		
	C. compute differences from 18	I	M		
	D. compute two digits without renaming	I	M		
	E. compute two digits with one renaming	I	M		
	F. compute three digits without renaming	I	M		
	G. compute three digits with one renaming	I	M		
	H. compute three digits with two renamings	I	M		
	I. compute four digits with three renamings	I	M		
	J. correctly use a calculator for basic subtraction skills	I	M		

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will demonstrate an understanding of number concepts.	1.10 Develop multiplication skills of whole numbers.					
	A. recognize multiplication sign			I	M	
	B. compute multiplication facts 0-5			I	M	
	C. compute multiplication facts 6-10			I	M	
	D. compute two digit x one digit without carrying			I	M	
	E. compute two digit x one digit with carrying			I	M	
	F. compute three digits x two digits with carrying and no zero in multiplier			I	M	
	G. compute three digits x two digits with carrying and zero in multiplier			I	M	
	H. correctly use a calculator for basic multiplication skills			I	M	
	1.11 Develop division skills of whole numbers.					
	A. recognize division sign				I	M
	B. compute division facts 0-5				I	M
	C. compute division facts 6-10				I	M
	D. compute two digit by one digit				I	M
	E. compute two digits by two digits				I	M
	F. correctly use a calculator for basic division skills				I	M
	1.12 Develop fraction skills.					
	A. understand fractions related to area				I	M
	1. halves				I	M
	2. thirds				I	M
	3. fourths				I	M
	4. fifths				I	M
	5. sixths				I	M
	6. eighths				I	M
B. understand simple fractions related to quantity				I	M	
1. $1/2$				I	M	
2. $1/3$				I	M	
3. $1/4$				I	M	
4. $1/5$				I	M	
5. $1/6$				I	M	
6. $1/8$				I	M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.
 #11 - Learning to manage money.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will develop an understanding of measurement.	2.1 Tell time, both analog and digital. A. to the hour B. to the half hour C. to the quarter hour D. to the five minutes E. to the minute	I	M		
	I	M			
	I	M			
	I	M			
	I	M			
	I	M			
	2.2 Know equivalent units of time. A. 1 hour = 60 minutes B. 1/2 hour = 30 minutes C. 1 day = 24 hours D. 1 minute = 60 seconds E. 1/4 hour = 15 minutes	I	M		
	I	M			
	I	M			
	I	M			
	I	M			
	I	M			
	2.3 Convert units of time. A. minutes to hours and minutes B. hours stated in mixed numbers to minutes	I		M	
	I		M		
	2.4 Tell future time. A. to the hour B. to the half hour C. to the quarter hour	I		M	
	I		M		
	I		M		
	2.5 Tell past time. A. to the hour B. to the half hour C. to the quarter hour	I		M	
	I		M		
	I		M		
	2.6 Know equivalent calendar units. A. 1 week = 7 days	I	M		

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will develop an understanding of measurement.	B. 1 month = 30 or 31 days C. 1 year = 12 months D. 1 year = 365 days E. 1 year = 52 weeks	I	M		
	2.7 Convert calendar units. A. days to weeks and days B. days to months and days C. weeks to months and weeks D. months to years and months	I		M	
	2.8 Use calendar to obtain information. A. number of days in a given month B. day of week when given date of month C. date of the month when given day of month D. future dates when given date and time duration in weeks E. time duration in number of days when given beginning and ending dates F. time duration in number of weeks when given beginning and ending dates	I	M		
	2.9 Write dates. A. by numbers B. by names C. by abbreviations of names	I	M		
	2.10 Recognize money. A. give name of U.S. coins and dollar bill B. give monetary values of U.S. coins and dollar bill	I	M		
	2.11 Know equivalent values of coins and dollar bill. A. 1 nickel = 5 pennies B. 1 dime = 2 nickels C. 1 dime = 10 pennies D. 1 quarter = 25 pennies E. 1 quarter = 5 nickels F. 1 half dollar = 5 dimes G. 1 half dollar = 2 quarters	I	M		
		I	M		
		I	M		
		I	M		
		I	M		
		I	M		
		I	M		
		I	M		

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will develop an understanding of measurement.	H. 1 dollar = 4 quarters I. 1 dollar = 10 dimes J. 1 dollar = 20 nickels	I I I	M M M		
	2.12 Give the values of groups of coins. A. cents and nickels B. cents, nickels, and dimes C. cents, nickels, dimes, and quarters D. cents, nickels, dimes, quarters, and half dollars	I I I I	M 	M M M	
	2.13 Convert coins to coins of equal value. A. nickels to dimes and cents B. dimes to quarters, dimes, nickels, and cents C. quarters to dimes, nickels, and cents D. half dollar to quarters, dimes, nickels, and cents E. quarters to half dollars, dimes, nickels F. half dollars to quarters, dimes, and nickels		I I I I I I	M M M M M M	
	2.14 Make change. A. determine the least number of coins and bills needed to make change		I	M	
	2.15 Recognize money and cent signs.	I	M		
	2.16 Write money amounts using correct signs.	I	M		
	2.17 Know equivalent English linear measures. A. 1 foot = 12 inches B. 1 yard = 3 feet C. 1 yard = 36 inches	I I I	M M M		
	2.18 Measure using an inch ruler. A. to the inch B. to the 1/2 inch C. to the 1/4 inch D. to the 1/8 inch	I I	I	M M M M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will develop an understanding of measurement.	2.19 Convert English linear measurements. A. inches to feet B. feet to yards C. inches to yards		I	M	
			I	M	
			I	M	
	2.20 Correctly measure own height.		I	M	
	2.21 Understand common clothes sizes (shirts, pants, shoes).		I	M	
	2.22 Accurately state own clothes and shoe sizes.		I	M	
	2.23 Know relationships of liquid measurement. A. cup to pint B. pint to quart C. quart to gallon		I	M	
			I	M	
			I	M	
	2.24 Know relationships of dry measurements.		I	M	
	A. teaspoon		I	M	
	1. $\frac{1}{4}$		I	M	
	2. $\frac{1}{2}$		I	M	
	B. tablespoon		I	M	
	C. cup		I	M	
	1. $\frac{1}{4}$		I	M	
	2. $\frac{1}{3}$		I	M	
	3. $\frac{1}{2}$		I	M	
	4. $\frac{2}{3}$		I	M	
	5. $\frac{3}{4}$		I	M	
	2.25 Know relationships of weight measurements.		I	M	
	A. ounces		I	M	
	B. pounds		I	M	
	C. dozens		I	M	
	2.26 Convert English weight measurements		I	M	
	A. ounces to pounds		I	M	
	B. pounds to ounces		I	M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
<p>2. The student will develop an understanding of measurement.</p>	2.27 Correctly measure own weight using a bathroom scale.		I	M	
	2.28 Accurately read a thermometer.		I	M	
	2.29 Accurately read a room thermostat.		I	M	
	2.30 Accurately read a variety of meters and guages.		I		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will exhibit an understanding of patterns and functions.	3.1 Draw a pattern using objects, drawings, rhythms, and body movements.	I	M		
	3.2 Replicate or copy a given pattern.	I	M		
	3.3 Continue a pattern.	I	M		
	3.4 Sort objects on multiple attributes.	I	M		
	3.5 Identify and extend missing elements of repeating patterns and sequences of numbers.	I		M	
	3.6 Explore and describe in words simple and complex patterns in nature, art, and poetry.		I	M	
	3.7 Determine the rule and identify missing numbers in a sequence of numbers or a table of number pairs related by combinations of addition, subtraction, multiplication, and division	I		M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will demonstrate an understanding of geometry.	4.1 Describe, model, draw, and classify shapes.	I	M		
	4.2 Develop a spatial sense.	I		M	
	4.3 Relate geometric ideas to number and measurement ideas.		I	M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
5. The student will develop an understanding of data analysis.	5.1 Collect, organize, and describe data.	I		M	
	5.2 Construct, read, and interpret tables, charts, and graphs. A. bar B. circle C. pictograph		I		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
6. The student will exhibit an understanding of mental math and estimation.	6.1 Explore estimation strategies.			I	M
	6.2 Recognize when an estimate is appropriate.			I	M
	6.3 Determine the reasonableness of results.			I	M
	6.4 Apply estimation in working with quantities, measurement, computation, and problem solving.			I	M
	6.5 Select and use an appropriate method for computing from among mental arithmetic, paper and pencil, calculator, and computer methods.		I		M
	6.6 Use computation, estimation, and proportions to solve problems.		I		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Math - D.D.

GOALS: #3 - Learning to communicate through math/reading.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
7. The student will demonstrate an understanding of problem solving.	7.1 Compute word problems for addition, subtraction, multiplication, and division.	I			M
	7.2 Compute word problems for various measurements: time, calendar, linear, liquids, and weight.	I			M
	7.3 Be able to distinguish between addition, subtraction, multiplication, and division in word problems.	I			M
	7.4 Use the correct symbol or word when answering a word problem.	I			M
	7.5 Demonstrate the ability to apply computational skills to everyday life skills.				
	A. shopping		I		M
	B. restaruant (calculating tips and taxes)		I		M
	C. completing time cards			I	M
	D. budget-making and following a basic form			I	M

SOCIAL/ADAPTIVE BEHAVIOR
PROGRAM OBJECTIVES

1. The student will demonstrate responsibility.
2. The student will exhibit age appropriate behavior.
3. The student will be given guidance in developing values.
4. The student will make constructive use of leisure time.
5. The student will demonstrate mobility within the individual's environment.
6. The student will demonstrate an understanding of family and interpersonal skills.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #4 - Learning to be a responsible citizen.

#6 - Learning to understand oneself and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate responsibility.	1.1 show respect for school property and the property of others	I		M	
	1.2 ask permission before borrowing anything from another person	I	M		
	1.3 return borrowed materials in the same condition as when they received them	I	M		
	1.4 work independently	I		M	
	1.5 work cooperatively in a group situation	I		M	
	1.6 complete assigned tasks	I		M	
	1.7 complete a task even when it becomes frustrating	I			M
	1.8 complete a task and move to another one with limited supervision		I		M
	1.9 assume responsibility for jobs he/she can do both at home and at school		I		M
	1.10 show respect for another person's rights, property, and opinions		I		M
	1.11 respond appropriately to persons in authority	I			M
	1.12 arrive on time and be prepared for work or class	I		M	
	1.13 take responsibility for his/her own school supplies	I		M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate responsibility.	1.14 take care of desk, locker, and classroom materials	I		M	
	1.15 clean work area and return materials to appropriate place	I		M	
	1.16 accept consequences for inappropriate behavior	I		M	
	1.17 know appropriate behavior for dealing with emotions	I			M
	1.18 accept and adjust to changes	I			M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #4 - Learning to be a responsible citizen.
 #6 - Learning to understand oneself and get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will exhibit age appropriate behavior.	2.1 use appropriate manners	I		M	
	2.2 display common courtesy	I		M	
	2.3 use materials correctly	I		M	
	2.4 dress independently and appropriately for the weather and special occasions	I		M	
	2.5 use handkerchief or kleenex when needed and correctly	I	M		
	2.6 use appropriate behavior for dealing with emotions and controlling behavior	I		M	
	2.7 laugh or smile appropriately in response to positive statements	I			M
	2.8 respond verbally and positively to good fortune of others	I			M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #4 - Learning to be a responsible citizen.
 #6 - Learning to understand oneself and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will be given guidance in developing values.	3.1 recognize own strengths and weaknesses and attempt to adjust them	I			M
	3.2 accept constructive criticism and respond appropriately to suggestions for improvement	I			M
	3.3 understand the importance of values	I			M
	3.4 understand cause and effects of emotions	I			M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #6 - Learning to understand oneself and to get along with others.
 #9 - Learning to use leisure time wisely.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will make constructive use of leisure time.	4.1 participate in at least one game or activity with others	I		M	
	4.2 follow rules in games without being reminded	I		M	
	4.3 have a hobby	I			M
	4.4 watch T.V. or listen to the radio for practical, day-to-day information		I		M
	4.5 participate in non-school sports	I		M	
	4.6 attend evening school events	I		M	
	4.7 attend non-school events (plays, concerts, dances...)		I		M
	4.8 read for pleasure	I			M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #7 - Learning to understand the physical environment.
 #12 - Learning to travel and move about.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
5. The student will demonstrate mobility within the individual's environment.	5.1 know the names of the principal, teachers, school...	I	M		
	5.2 know how to move around within the school (changing classes, going to lunch...)	I	M		
	5.3 know how to move around within the school environment	I	M		
	5.4 know how to move around within the community	I			M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social/Adaptive - D.D.

GOALS: #5 - Learning homemaking and family living.
 #6 - Learning to understand oneself and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
6. The student will demonstrate an understanding of family and interpersonal skills.	6.1 make or buy gifts for people important to them	I	M		
	6.2 recognize birthdays or special occasions for people important to them	I		M	
	6.3 demonstrate and understand qualities necessary to acquire friends	I		M	
	6.4 have a friend of the same sex and age	I	M		
	6.5 have a preferred group of friends	I	M		
	6.6 indicate alternative ways of solving disputes	I		M	

OCCUPATIONAL/VOCATIONAL
PROGRAM OBJECTIVES

1. The student will develop an understanding of the concepts of work.
2. The student will demonstrate how to obtain a job.
3. The student will demonstrate how to maintain a job.
4. The student will develop an understanding of an employer's responsibility.
5. The student will demonstrate employability traits and responsibilities.
6. The student will demonstrate an understanding of job safety.
7. The student will demonstrate an understanding of personal finance.
8. The student will demonstrate the ability to access community agencies.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will demonstrate how to obtain a job.	3. go in person <ul style="list-style-type: none"> a. maintain proper appearance b. go prepared 4. write a personal data sheet/resume <ul style="list-style-type: none"> C. complete an application form <ul style="list-style-type: none"> 1. write personal information 2. use pen 3. print neatly 4. answer all questions appropriately 5. spell correctly 6. list all information regarding past work experience 7. list three references including address and phone 8. list all necessary medical information 9. list name and phone of who to call in case of emergency 				
	2.3 Demonstrate an understanding of interviewing techniques.				
	A. prepare for the interview <ul style="list-style-type: none"> 1. has necessary items <ul style="list-style-type: none"> a. pen/pencil/paper b. social security card c. work permit 2. know answers to common interview questions B. demonstrate the ability to be interviewed <ul style="list-style-type: none"> 1. maintain personal appearance 2. arrive to interview on time 3. introduce self 4. use standard English 5. show courtesy and respect for the interviewer 6. answer questions about self 7. show interest in the company interviewing with 8. ask questions 9. thank interviewer for their time 10. send a thank you note 11. follow up after the interview 12. know the reasons why people are not hired 				

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Occupational/Vocational - D.D.

- GOALS: #4 - Learning to be a responsible citizen.
 #6 - Learning to understand oneself and to get along with others.
 #10 - Learning to earn a living.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will demonstrate how to maintain a job.	3.1 Demonstrate an understanding of the first days on the job. A. know how to make a good impression 1. maintain good appearance 2. relate well with others a. smile b. introduce self c. show interest in others d. display positive attitude 3. use employer's time fairly a. arrive to work on time b. take appropriate breaks c. work until time to quit 4. do the job well a. follow directions b. ask for help when needed c. is a team worker d. work fast, but accurate e. do more than asked f. finish each job g. show pride in work 5. improves knowledge and skills	I	I	I	M
				M	M
				I	M
			I	M	M
		I	I	M	
				I	M
				I	M
				I	M
				I	M
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				I	M
				I	M
				I	M
				I	M
				I	M
	3.2 Demonstrates an understanding of how to get along with an employer. A. know what an employer likes in an employee 1. ability to understand/follow directions 2. show cooperation 3. show dependability 4. show initiative 5. show an eagerness to learn			I	M
			I	M	M
			I	M	M
			I	M	M
			I	M	M
			I	M	M
			I	M	M

PROGRAM OBJECTIVES:

- 3. The student will demonstrate how to maintain a job.

STUDENT OBJECTIVES:

- 6. show enthusiasm
- 7. show loyalty
- 8. show honesty
- 9. show an ability to accept criticism
- B. know how to keep a job
 - 1. show punctuality
 - 2. show responsibility
 - 3. be productive
 - 4. please the customers

P	I	J	H
	I		M
	I		M
I		M	
	I		M
		I	M
		I	M
		I	M
		I	M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Occupational/Vocational - D.D.

- GOALS:
- #4 - Learning to be a responsible citizen.
 - #6 - Learning to understand oneself and to get along with others.
 - #10 - Learning to earn a living.
 - #11 - Learning to manage money.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will develop an understanding of an employer's responsibility.	4.1 Demonstrate an understanding of what an employer should provide the employee. <ul style="list-style-type: none"> A. a paycheck B. a safe place to work C. directions for the job D. training E. explanation of company rules and policies F. fair treatment G. evaluation/criticism of work H. introduction to co-workers I. fringe benefits <ul style="list-style-type: none"> 1. paid insurance (medical/life/dental) 2. paid schooling 3. vacations 4. sick leave 5. personal leave J. discipline if you break the rules 				
	4.2 Know how to get a raise or promotion. <ul style="list-style-type: none"> A. has a good work record B. get along will with others C. become a valuable worker D. prepare for and handle responsibility 			I	M
	4.3 Know how to quit a job. <ul style="list-style-type: none"> A. give a two week notice B. write a letter of resignation 			I	M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Occupational/Vocational - D.D.

- GOALS: #1 - Learning to keep healthy. #6 - Learning to understand oneself and others.
 #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.
 #4 - Learning to be a responsible citizen.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
6. The student will demonstrate an understanding of job safety.	6.1 Demonstrate an understanding of how to be safe on the job and at home. A. avoid accidents 1. do things in a safe way 2. know the safety rules 3. know what you are able to do B. know that safety begins with you 1. demonstrate safe eating habits 2. demonstrate first aid for self 3. demonstrate first aid for others 4. understand importance of safety clothing 5. know rules of OSHA C. use tools safely D. know fire protection safety rules E. know emergency plans for work and home (fire/tornado) F. demonstrate safety while driving G. demonstrate safety during recreation				

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Occupational/Vocational - D.D.

- #5 - Learning homemaking and family living.
- #6 - Learning to understand self and others.
- #9 - Learning to use leisure time wisely.
- #11 - Learning to manage money.

- GOALS:
- #1 - Learning to keep healthy.
 - #3 - Learning to live safely.
 - #3 - Learning to communicate through math/reading.
 - #4 - Learning to be a responsible citizen.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
7. The student will demonstrate an understanding of personal finance.	7.1 Demonstrate an understanding of living on your own. <ul style="list-style-type: none"> A. demonstrate ability to locate a place to live <ul style="list-style-type: none"> 1. state how to choose the best apartment 2. know how to furnish an apartment 3. understand apartment safety B. demonstrate planning time wisely C. know how to cook for themself D. understand how to take care of clothes <ul style="list-style-type: none"> 1. know how to launder clothes 2. know when to dry clean clothes 3. know how to iron E. use various modes of transportation F. exercise the right to vote G. identify what it means to live as a family <ul style="list-style-type: none"> 1. plan for family life 				
	7.2 Demonstrate an understanding of how to manage money. <ul style="list-style-type: none"> A. understand paycheck <ul style="list-style-type: none"> 1. know deductions <ul style="list-style-type: none"> a. FICA b. taxes c. others (insurance-credit union-dues...) B. use savings account <ul style="list-style-type: none"> 1. know how to open an account 2. know how to make a deposit 3. know how to make a withdrawl C. use checking accounts <ul style="list-style-type: none"> 1. know how to open an account 2. know how to make a deposit 3. know how to write a check 				

SOCIAL STUDIES
PROGRAM OBJECTIVES

1. The student will demonstrate an understanding of the community, state, country, and world.
2. The student will demonstrate basic knowledge of the historical development of the United States.
3. The student will demonstrate an understanding of the constitution and local, state, and federal government.
4. The student will demonstrate an understanding of life skills as applied to social studies.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will demonstrate an understanding of the community state, and world.	H. develop an awareness of distance verses time			I	M	
	I. develop an awareness of various types of maps and their uses		I	M	M	
	1. demographic		I	M	M	
	2. weather		I	M	M	
	3. directories		I	M	M	
	J. identify and use the U.S. time zones				I	M
	K. develop an awareness of borders and boundaries			I	M	M
	L. identify physical features as depicted on a map			I	M	M
	M. identify random cities, states, and landmarks on a map			I	M	M
	1.2 Describe the local community components.	A. list communities located within the school district			I	M
		B. state county of residence			I	M
		C. state city of residence	I		M	
		D. state township of residence			I	M
	E. identify city/state of birth			I	M	
	F. identify county of birth			I	M	
	G. identify local landmarks and points of interest			I	M	
	H. identify state capital			I	M	
	I. identify community workers, people who live and work in the community	I		M		
	J. know state symbols			I	M	
1.3 Develop an awareness of Ohio history/events.	A. continue to develop an awareness of Ohio (resources, physical features, cities...)			I	M	
	B. recognize contributions made by Ohioans in science, the arts, politics, athletics...			I	M	
	C. recognize contibutions of ethnic groups to Ohio's past and present			I	M	
	D. identify and discuss state services (highways, welfare, colleges, social services...)				I M	
	E. identify roles, duties, and names of key state officials				I M	
	F. identify purposes of state government				I M	
	G. discuss current events as related to the state			I	M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate an understanding of the community state, country, and world.	1.4 Describe national community components.				
	A. state country they live in	I	M		
	B. identify country of birth	I	M		
	C. locate and name the capital of the U.S.	I	M		
	D. identify and discuss the U.S. flag, and state what the parts of the flag represent	I		M	
	E. recite the Pledge of Allegiance	I	M		
	F. recognize the National Anthem	I		M	
	G. describe some famous U.S. citizens		I		M
	H. know roles, duties, and names of the key national officials		I		M
	I. know and describe national holidays		I		M
	J. know national symbols				
	1.5 Describe International community components.				
	A. locate and name countries bordering the U.S.		I		M
	B. locate continents		I	M	
	C. locate oceans		I	M	
	D. locate major countries on a map		I		M
	E. describe how our country is different from other countries (lifestyle)			I	M
	1.6 Demonstrate the ability to get around the community independently				
	A. gain knowledge of various means of transportation		I		M
	1. discuss and apply rules and precautions associated with various types of transportation				
	a. pedestrian	I	M		
b. bike	I	M			
c. car		I		M	
d. taxi			I	M	
e. bus	I		M		
f. moped/motorcycle		I		M	
g. train			I	M	
h. plane			I	M	
2. verbally give directions to familiar locations in the school/neighborhood/community	I			M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will demonstrate an understanding of the community state, country, and world.	3. follow verbal directions to find locations in the school, neighborhood, and community	I			M
	4. determine appropriate modes of transportation based on time, cost, distance, and comfort			I	M
	5. locate and use RTA			I	M
	6. locate and read and RTA schedule			I	M
	7. recognize, interpret, and use traffic, street, and survival signs	I		M	
	8. demonstrate coping skills for handling problems on the bus			I	M
	9. read a city map			I	M
	10. read a road map			I	M
	11. describe procedure for getting a temporary driver's license			I	M
	12. describe the procedure for getting a driver's license			I	M
	13. plan a trip			I	M
	a. use a road map to estimate mileage and expense of transportation			I	M
	b. use a motel directory to estimate housing expenses			I	M
c. calculate meal expenses			I	M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social Studies - D.D.

GOALS: #4 - Learning to be a responsible citizen.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will demonstrate basic knowledge of the historical development of the United States.	2.1 Develop an awareness of our past history.				
	A. know reasons for exploration of the America's		I		M
	B. know reasons for settlement and development of the nation		I		M
	C. know reasons for the Revolutionary War				I M
	D. review the Industrial Revolution				I M
	E. review the rise of sectionalism				I M
	F. review how the nation was torn				I M
	G. discuss the rebuilding of a nation				I M
	H. discuss the rise of industrialism				I M
	I. discuss the arrival of reform				I M
	J. know reasons for World War I				I M
	K. discuss the Great Depression and its effects				I M
	L. know reasons for World War II				I M
	M. discuss the events of the fifties				I M
	N. discuss the events of the sixties				I M
	1. Civil Rights and Martin Luther King				I M
	2. Vietnam protest				I M
	3. space age				I M
	O. discuss the events of the seventies				I M
	P. discuss the events of the eighties				I M
	Q. discuss the events of today			I	M
	R. name and discuss famous Americans		I		M
	S. name and discuss famous inventors and their inventions		I		M
	T. discuss and identify major U.S. documents				I M
	1. constitution				I M
	2. Bill of Rights				I M
	3. Declaration of Independence				I M
	2.2 Develop an awareness of current events.		I		M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
<p>3. The student will demonstrate an understanding of the constitution and local, state, and federal government.</p>	<p>N. describe how citizens can interact with government to change laws</p>			I	M
	<p>O. identify consequences of breaking laws</p>			I	M
	<p>P. identify the purpose of local, state, and federal government</p>			I	M
	<p>Q. discuss and identify the operation of local, state, and federal government</p>			I	M
	<p>R. become aware of various relationships between local, state and federal government</p>			I	M
	<p>S. discuss the relationship of the U.S. government to other nations' governments through current events</p>			I	M
	<p>T. discuss current events 1. after reading the newspaper, watching T.V., or listening to the radio</p>			I	M
	<p>2. identify international, national, state, and local news items</p>			I	M
	<p>U. understand the court system 1. know what a subpoena is and follow its instructions 2. ask assistance in determining the meaning of a subpoena</p>			I	M
	<p>3. understand the meaning of "under oath"</p>			I	M
	<p>4. state penalties when basic laws are broken</p>			I	M
	<p>5. know to contact authorities after witnessing a crime</p>			I	M
	<p>6. be aware of juvenile laws</p>			I	M
	<p>7. have knowledge of juvenile court</p>			I	M
	<p>8. know rights when under arrest</p>			I	M
	<p>9. have knowledge of detention hall</p>			I	M
	<p>10. know the difference between a misdemeanor and a felony</p>			I	M
	<p>11. understand that there are different levels of courts</p>			I	M
	<p>12. know how to report abuse</p>			I	M
	<p>13. know the penalty for abuse</p>			I	M
	<p>V. recognize and utilize government services 1. social security 2. welfare 3. medicaid 4. medicare</p>			I	M
	<p>W. understand selective service procedures</p>			I	M
	<p>X. deal with employers</p>			I	M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
<p>3. The student will demonstrate an understanding of the constitution and local, state, and federal government.</p>	<ol style="list-style-type: none"> 1. state what a minor is 2. understand that minors can not work certain jobs 3. be aware of child labor laws 4. be aware that employers set laws/rules that must be followed 5. state basic laws/rules of an employer 			I	M
	<p>3.2 Develop an understanding and appreciation of the likenesses/differences and contributions of various cultures.</p> <ol style="list-style-type: none"> A. develop an appreciation for the contributions of ethnic groups, minorities, and women to society B. identify and respect the rights, privileges, and responsibilities of everyone in society C. extends awareness of personal heritage D. interacts with and respects culturally different people E. recognizes the existence of some ethnic organizations in the nation F. demonstrate an awareness of the cultural similarities and differences that exist in the nation G. classify and evaluate the causes and effects of prejudice and discrimination based upon race, sex, age, and physical/mental handicaps H. discuss the impact of ethnic, economic, and social identity on behavior I. values ethnic viewpoints in solving social problems 			I	M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Social Studies - D.D.

GOALS: #6 - Learning to understand oneself and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will demonstrate an understanding of life skills as applied to social studies.	4.1 Develop and apply personal/social skills to their daily life. A. identify and discuss realistic needs, wants, and goals, their relationship, and appropriate ways they are attained B. identify and utilize alternative methods of solving personal problems C. discuss and demonstrate the process used in making responsible decisions D. continues to develop personal/social skills and understands their importance to interpersonal relationships 1. accept praise and criticism 2. demonstrate self-control 3. cope with rejection 4. demonstrate sportsmanship 5. demonstrate positive attitude 6. cooperate and compromise 7. develop self-discipline 8. accept authority 9. accept and give help when needed 10. develop personal integrity 11. display appropriate emotions 12. accept responsibilities 13. accept consequences of actions 14. develop self-confidence 15. develop positive self-concept 16. develop an understanding of non-verbal cues 17. demonstrate tactfulness 18. demonstrate initiative and ambition to achieve 19. develop a sense of humor 20. accept adjustments and change				
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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will demonstrate an understanding of life skills as applied to social studies.	E. discuss and describe peer pressure and deal with it effectively F. identify unfavorable characteristics in self and begin to make changes G. demonstrate the ability to choose, develop and maintain healthy relationships H. identify ways personal behaviors/traits affect others (smoking, cussing...) I. discuss social and economic implications of dropping out of school J. demonstrate appropriate behavior in various settings (public places, school, community...) K. recognize appropriate/inappropriate role models and their influence on behavior		I		M
	4.2 Develop and practice skills necessary to function in a school setting.				
	A. demonstrate an awareness of the physical layout of the building	I			M
	B. locate specific places in the building	I			M
	C. discuss student handbook (policies, procedures)	I			M
	D. utilize school personnel as needed (counselor, nurse, administrator, work-study coordinator)	I			M
	E. demonstrate ability to use combination locks		I		M
	F. develop an awareness of and participates in some organized extra-curricular activities	I			M
	G. develop an awareness of student organizations and their right to participate			I	M
	H. develop an understanding of the scheduling process		I		M
	I. know route from home to school by car/bus, bike, and or walking	I			M
	4.3 Develop a knowledge of computers and their applications to everyday life				
	A. develop an awareness of how a computer works		I		M
	B. discuss the effects of computers on society and individuals		I		M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
<p>4. The student will demonstrate an understanding of life skills as applied to social studies.</p>	<p>C. demonstrate proper care and maintenance of a computer and its software D. operate a computer and peripherals safely E. demonstrate the ability to use the computer</p>		<p>I I I</p>	<p> M M</p>	<p> M M</p>

HEALTH
PROGRAM OBJECTIVES

1. The student will demonstrate an understanding of personal health.
2. The student will be given information about family life education and human sexuality.
3. The student will demonstrate an understanding of nutrition.
4. The student will exhibit an understanding of safety, first aid, and accident prevention.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Health - D.D.

GOALS: #1 - Learning to live healthy.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will demonstrate an understanding of personal health.	1.1 Demonstrate a knowledge of good personal health practices.					
	A. practice good personal hygiene, dental health and grooming skills	I		M		
	B. realize that decision making is involved in choosing personal health practices	I		M		
	C. demonstrate how to correctly wash hands, face, teeth, etc.	I	M			
	D. participate in games that require physical activity	I			M	
	E. recognize the relationship between physical activity and muscular development	I			M	
	F. recognize the need to build physical activities into the daily routine	I			M	
	G. exercise regularly	I			M	
	H. recognize the need for rest and quiet activities	I			M	
	I. investigate how individuals can utilize work, rest, sleep, exercise, good posture, play and nutrition to promote well-being		I		M	
	J. explain how health affects performance			I	M	
	K. understand the need for preventive self care			I	M	
	L. appreciate the effects of diet and exercise on body composition			I	M	
	M. define posture and tell the differences between good and poor and tell what causes poor posture	I		M		
	N. realize how people look and feel when well and ill	I		M		
	1.2 Demonstrate a knowledge of the relationship between personal health practices and prevention of common diseases.					
	A. know the value of good sanitary practices	I			M	
B. demonstrate behaviors which help prevent disease and encourage well-being	I			M		
C. explain the process of communicable disease transmission		I		M		

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Health - D.D.

GOALS: #5 - Learning homemaking and family living.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will be given information about family life education and human sexuality.	2.1 Demonstrate a knowledge of family life. A. identify rights, roles, and responsibilities of the individual within the family B. recognize age differences of family members and meet individual needs C. discuss the interrelationships among family members D. describe what parents and children do to promote a healthy family E. describe various kinds of families and the way family membership can change 1. traditional family 2. single family 3. foster family 4. second marriage family 5. extended family 6. nuclear family 7. group home F. identify positive relationships among family members G. recognize and value caring adults significant in their lives H. develop coping skills to deal with family crises I. recognize and respect cultural/ethnic traditions of one's own and others families J. identify and utilize community resources that offer support to the individual/family K. name a variety of fun activities family members participate in together to show caring for one another	I		M	
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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will be given information about family life education and human sexuality.	B. discuss the purposes of dating etiquette and procedures (asking someone out, meeting parents...)			I	M
	C. identify aspects of a healthy relationship			I	M
	D. discuss and identify appropriate dating activities			I	M
	E. describe different meanings given to "love"		I		M
	F. discuss appropriate behaviors in dealing with personal relationships (crushes, breaking up...)			I	M
	G. discuss desirable and undesirable qualities in a spouse			I	M
	H. discuss adjustments, rights, and personal/joint responsibilities in marriage/committed relationships (financial, chores, child rearing...)			I	M
	I. discuss the procedure for getting married (license, officiator, ceremony, traditions...)			I	M
	J. discuss obstacles/problems of dating and marriage (health, race, age, religion...)			I	M
	K. identify community resources related to dating/marriage			I	M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Health - D.D.

GOALS: #1 - Learning to keep healthy.
 #5 - Learning homemaking and family living.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will demonstrate an understanding of nutrition.	3.1 Demonstrate a basic understanding of nutrition and meal planning.				
	A. identify nutritious snacks	I		M	
	B. become aware of the hazards of fast foods and junk foods	I		M	
	C. label foods in the four basic food groups	I		M	
	D. recognize the importance of eating a variety of foods from several food groups	I		M	
	E. plan a menu for one day based on the proper number of servings recommended from each of the four food groups		I		M
	F. plan and select meals		I		M
	G. utilize leftovers in planning meals		I		M
	H. discuss skills necessary for entertaining dinner guests			I	M
	I. evaluate their own diet (vitamins, calories, food groups)		I		M
	J. identify sources of sugar in their own diet		I		M
	K. demonstrate a knowledge of natural and organically produced foods		I		M
	L. understand the sources and functions of vitamins and minerals		I		M
	M. define calorie and fat		I		M
	3.2 Demonstrate an understanding of nutrition as related to physical health.				
	A. realize the need for a well-balanced diet to assure good health	I		M	
	B. know the physical dangers associated with anorexia nervosa and bulimia		I		M
	C. comprehend the need for a well-balanced diet and weight control		I		M
	D. recognize the relationship between diet and blood pressure			I	M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will demonstrate an understanding about nutrition.	3.3 Demonstrate an understanding of food purchasing. A. identify and use the important information on food labels B. compare advantages/disadvantages of buying seasonal foods C. determine quality of perishable foods (expiration dates) D. compare advantages/disadvantages of various food stores E. classify and select food from different departments in a food store F. demonstrate the ability to make food purchases G. plan a food budget H. develop a grocery list and shop for food I. collect and use "money saving" coupons/rebates J. develop shopping skills and courtesies K. analyze the influence of media on food choices L. evaluate food advertisements M. make economical choices according to food advertisements N. discuss and compare the costs of preparing food at home and eating out O. develop an awareness of the rights and responsibilities of a food store consumer	I	I		M
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	3.4 Demonstrate an understanding of food preparation A. utilize various food preparation techniques when preparing meals (mixing, kneading, chopping, whipping...) B. utilize a variety of cooking methods, utensils, appliances when preparing meals C. apply organizational skills and procedures to food preparation D. identify, select, and use utensils, cookware, appliances in following a recipe E. utilize measurement procedures and estimations to prepare food F. demonstrate meal etiquette and table setting techniques G. present food aesthetically H. eliminate "waste" in food preparation and consumption	I			M
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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will demonstrate an understanding about nutrition.	3.5 Demonstrate an understanding of food safety.				
	A. demonstrate personal hygiene in places where food is prepared	I		M	
	B. demonstrate safe storage procedures for foods		I		M
	C. demonstrate proper food disposal techniques	I		M	
	D. demonstrate safety procedures in food preparation (knife handling, pot handles, fire prevention...)	I			M
	3.6 Demonstrate an understanding of going to a restaurant.				
	A. discuss, read, and use menus	I			M
	B. demonstrate appropriate restaurant protocol				
	1. dress	I		M	
	2. manners	I		M	
	3. behavior	I		M	
	4. tipping				
5. reservations		I		M	
C. choose restaurant based on occasion, convenience, economics, and food preference			I	M	

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Health - D.D.

- GOALS: #1 - Learning to keep healthy.
 #2 - Learning to live safely.
 #4 - Learning to be a responsible citizen.
 #5 - Learning homemaking and family living.

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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will exhibit an understanding of safety, first aid and accident prevention.	4.1 Demonstrate an understanding of personal safety. A. explain what to do if lost B. recite names of people who can help in case of an accident C. know emergency phone number in case of an accident D. recite basic information that should be communicated in an emergency E. demonstrate common bus, pedestrian and auto safety rules F. understand bicycle safety rules G. identify and obey safety rules at home, work and play H. identify ways to prevent accidents in school and around the community I. know and use basic emergency rules J. recognize that strangers can be harmful K. list the causes and prevention of fires including: 1. electrical fires 2. small appliances 3. smoking 4. gasoline 5. carelessness around the house L. realize the responsible and safe behavior in recreational situations M. identify and demonstrate safe practices around water 4.2 Demonstrate and understanding of basic first aid. A. demonstrate basic first aid principles for injuries. 1. burns 2. shock 3. drowning 4. poisoning 5. bleeding	I	M		
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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will exhibit an understanding of safety, first aid, and accident prevention.	6. bandaging 7. bites/stings 8. heat stroke/exhaustion 9. overdose B. explain the symptoms of and emergency care needed by someone choking C. demonstrate step-by-step rescue techniques for C.P.R.		I		M
			I		M
			I		M
			I		M
			I		M
				I	M
4.3 Demonstrate an understanding of prescription/non-prescription drugs.	A. identify medicines found commonly in homes B. realize proper use and storage of non-prescription medicines C. consult a responsible adult before using medicines or chemical substances D. describe what medicine is E. describe how medicines can be helpful or harmful F. explain risks involved in using unknown substances G. recognize names given to medicines and chemical substances H. know the appropriate rules for taking medicines, both prescription and non-prescription I. follow printed directions on medicine with and without assistance		I	M	
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		I		M	
		I		M	
			I		M
			I		M
			I		M
4.4 Demonstrate a knowledge of tobacco, alcohol, and chemical inhalants	A. discuss how the body becomes addicted to drugs, alcohol, and tobacco B. recognize and avoid drugs, drug paraphernalia, alcohol, and tobacco C. know the legal restrictions regarding the use of illicit drugs, alcoholic beverages and tobacco D. identify the major classifications of mood altering drugs E. know what to do in case of an overdose F. know the laws concerning drinking and driving and legal age to buy and drink alcohol G. know where to go for help with a chemical dependency problem		I		M
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			I		M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
4. The student will exhibit an understanding of safety, first aid, and accident prevention.	H. know diseases associated with smoking I. state reasons for not smoking/drinking J. know the harmful effects of drugs/alcohol/tobacco on pregnancy K. identify the drug/alcohol/tobacco related services available in the community L. demonstrate safe use of household chemicals				
				I	M
			I		M
			I		M

SCIENCE
PROGRAM OBJECTIVES

1. The student will gain a knowledge of general science skills as applied to Earth Science.
2. The student will gain a knowledge of general science skills as applied to Physical Science.
3. The student will gain a knowledge of general science skills as applied to Life Science.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Science - D.D.

- GOALS: #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.
 #7 - Learning to understand the physical environment.
 #8 - Learning to appreciate, create, and enjoy beauty.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will gain a knowledge of general science skills as applied to Earth Science.	1.1 Explore the effects of weather and seasons on his/her environment.					
	A. observe and investigate the effects of seasonal changes on weather and living things	I		M		
	B. recognize and use instruments to measure weather		I		M	
	1. thermometer		I		M	
	2. barometer		I		M	
	3. weather vane		I		M	
	4. rain guage		I		M	
	C. read thermometer to the nearest degree fahrenheit		I		M	
	D. identify weather conditions and the appropriate clothing activities for those conditions	I	M			
	E. know the meaning of weather concepts/terms (hail, sleet, tornado, wind chill...)	I			M	
	F. use media sources to obtain weather predictions			I	M	
	G. collect information about weather and how it is predicted				I	M
	H. associate months with seasons	I	M			
	I. understand seasonal cycles	I		M		
	J. plan an follow appropriate procedures during severe weather and life threatening situations	I		M		
K. know the effect of weather on living things/daily routine	I			M		
L. identify careers associated with weather	I			M		
1.2 Explore earth's relationship to the universe.	1.2 Explore earth's relationship to the universe.					
	A. identify information about the components of the solar system		I		M	
	B. demonstrate the relationship of the earth's orbit around the sun to seasonal changes	I			M	
	C. demonstrate an awareness of the phases of the moon and their effects on earth		I		M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
1. The student will gain a knowledge of general science skills as applied to Earth Science.	D. gather and communicate information about our space exploration E. explain and demonstrate gravity F. identify careers associated with space	I			M	
	1.3 Explore the physical make-up of the world.	A. identify features of the Earth's surface	I			M
	1. oceans	I			M	
	2. lakes	I			M	
	3. rivers	I			M	
	4. creeks	I			M	
	5. hills	I			M	
	6. mountains	I			M	
	7. woods	I			M	
	B. demonstrate an awareness of the make-up of the inside of the earth		I		M	
	C. collect and communicate information about changes in the earth's surface		I		M	
	1. earthquakes		I		M	
	2. volcanoes		I		M	
D. identify how wind and water change the land		I		M		

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Science - D.D.

- GOALS: #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.
 #7 - Learning to understand the physical environment.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will gain a knowledge of general science skills as applied to Physical Science.	2.1 Explore physical science concepts and their relation to everyday life.				
	A. identify and demonstrate knowledge of various forms of energy		I		M
	B. explain the use of electricity and magnetism at home, in school, and at work		I		M
	C. find examples of heat, light, magnetism and electricity in the environment		I		M
	D. describe dangers in careless use of energy	I			M
	E. describe differences between human and mechanical energy		I		M
	F. demonstrate ways to conserve energy	I			M
	G. identify ways that electricity is produced and transmitted for consumption		I		M
	H. define and demonstrate work		I		M
	I. recognize simple machines		I		M
	J. demonstrate how simple machines make our work easier		I		M
	K. identify the three states of matter		I		M
	L. observe physical changes of matter's three states		I		M
	M. find examples of the three states of matter in nature		I		M
	N. identify and use various scientific instruments		I		M
	1. ruler				
2. scale			I		M
3. microscope			I		M
4. telescope			I		M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Science - D.D.

- GOALS: #1 - Learning to keep healthy.
 #2 - Learning to live safely.
 #3 - Learning to communicate through math/reading.
 #6 - Learning to understand oneself and to get along with others.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will gain a knowledge of general science as applied to Life Science.	3.1 Develop an understanding of the body systems and their relationship to each other.				
	A. develop an awareness of cells and tissues in relationship to the body systems			I	M
	B. understand the relationship of the five senses of the body	I		M	
	1. understand how the eyes see			I	M
	2. understand how taste and smell are connected			I	M
	3. understand how sound is heard			I	M
	4. understand that pain is relative, and that some pain is normal vs. extreme pain			I	M
	C. describe the structure and functions of the systems of the body		I		M
	1. describe the circulatory system		I		M
	2. describe the respiratory system		I		M
	3. describe the nervous system		I		M
	4. describe the digestive system		I		M
	5. describe the skeletal system		I		M
	6. describe the muscular system		I		M
	7. describe the reproductive system		I		M
	D. identify and locate some major internal body parts		I		M
	E. develop an understanding of the relationship between physical growth/development and personal abilities/capabilities		I		M
	3.2 Explore and appreciate the interdependence of living things.				
	A. identify properties of living things	I		M	
	B. identify and collect information about plants	I			M
	C. identify basic parts of plants	I		M	
	D. recognize the significance of the food chain	I		M	
	E. describe the needs of basic plants	I		M	

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H	
3. The student will gain a knowledge of general science skills as applied to life science.	F. explain the process of gardening G. explain the process of plant growth H. identify and collect information about animals I. identify parts of animals and state their functions J. identify and group common animals into classes	I				
	1. mammals 2. fish 3. birds 4. reptiles 5. amphibians 6. insects	I	I	M	M	
	K. explain how living things compete for their needs L. collect information about our dependency on plants and animals	I		M	M	
	M. discuss our role in the community of living things	I			M	
	N. develop a respect for other living things	I			M	
	O. discuss how some plants and animals have become extinct	I		M		
	P. demonstrate proper care of plants and animals	I			M	
	Q. identify and avoid harmful plants and animals	I			M	
	R. identify careers associated with plants and animals	I			M	
	3.3 Explore and appreciate man's relationship with the environment	A. develop and demonstrate a respect for the environment	I			M
	1. litter control	I		M		
	2. care with fire	I		M	M	
	3. maintaining wildlife	I		M	M	
	4. planting trees and flowers	I		M	M	
	B. recognize the effects of our activities on the biosphere	I		M		
	C. recognize the value and uses of natural resources		I		M	
	D. describe energy components to include:					
	1. solar		I		M	
	2. nuclear		I		M	
	3. fossil fuels		I		M	
	E. explain the causes and effects of pollution	I		M		
	1. air	I		M	M	
	2. soil	I		M	M	
	3. water	I		M	M	
	F. identify the needs and benefits of recycling	I			M	

DRIVER'S EDUCATION
PROGRAM OBJECTIVES

1. The student will acquire the knowledge for safe and economical operation and care of automobiles.
2. The student will demonstrate the application of driving skills as they apply to safe and economical operation and care of automobiles.
3. The student will display a responsible attitude toward driving.

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Driver's Education - D.D.

- GOALS: #2 - Learning to live safely.
 #4 - Learning to be a responsible citizen.
 #9 - Learning to use leisure time wisely.
 #12 - Learning to travel and move about.

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PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will acquire the knowledge for safe and economical operation and care of automobiles.	1.1 match the information given on the dials and guages with the proper function				I M
	1.2 identify safety, comfot, and visibility systems properly				I M
	1.3 identify and list predriving checks and procedures				I M
	1.4 explain procedure for starting a car				I M
	1.5 give examples of the rules of the road				I M
	1.6 define regulatory signs and give examples				I M
	1.7 describe warning signs and list three dangers about which they warn drivers				I M
	1.8 state the purpose of information signs				I M
	1.9 state the basic speed rules				I M
	1.10 discuss right-of-way rules				I M
	1.11 relate the procedure for entering traffic				I M
	1.12 state the guidelines for right, left, U, and Y turns				I M
	1.13 discuss the time-space gaps necessary for passing another vehicle, making turns, and braking to a stop				I M
	1.14 identify results of using the IPDE and the Smith System as				I M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will acquire the knowledge for safe and economical operation and care of automobiles.	as they relate to the driving environment				
	1.15 illustrate procedures for changing lanes/passing vehicles				I M
	1.16 identify procedures for entering onto and exiting from the highway				I M
	1.17 describe methods for parallel, angle, and perpendicular parking				I M
	1.18 describe maneuverability procedure and how it is scored				I M
	1.19 match the relationship of the forces of nature and weather with its effect on driving				I M
	1.20 differentiate between the type of skids and the methods of recovery				I M
	1.21 tell what to do when faced with various mechanical failures				I M
	1.22 identify evasive actions to reduce the consequences of collision				I M
	1.23 list ways in which vision and hearing affect driving decisions				I M
	1.24 describe factors that can impair mental and physical ability				I M
	1.25 explain how alcohol and other drugs affect the mind and body of a driver				I M
	1.26 list consequences of driving under the influence				I M
	1.27 list alternatives to driving under the influence				I M
	1.28 discuss ways citizen groups seek to decrease the number of alcohol and drug related accidents				I M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
1. The student will acquire the knowledge for safe and economical operation and care of automobiles.	1.29 compile a list of emergency equipment, first aid procedures, and actions to take when involved in an accident				I M
	1.30 identify the driving systems of an automobile				I M
	1.31 understand how the major systems in a car function and tell how to properly maintain them				I M
	1.32 discuss the advantages and disadvantages associated with buying, financing, and insuring a new car				I M
	1.33 compare and contrast basic characteristics and functions of standard verses automatic transmissions, two-wheel drive verses four-wheel drive vehicles, and front-wheel drive verses rear-wheel drive vehicles				I M
	1.34 identify the special problems presented by pedestrians, bicycles, motorcycles, mopeds, snowmobiles, small cars, school buses, trucks, trailers, and recreational vehicles				I M
	1.35 list energy conservation techniques				I M
	1.36 design itineraries for trips of varying lengths				I M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Driver's Education - D.D.

- GOALS: #2 - Learning to live safely.
 #4 - Learning to be a responsible citizen.
 #9 - Learning to use leisure time wisely.
 #12 - Learning to travel and move about.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will demonstrate the application of driving skills as they apply to safe and economical operation and care of automobiles.	2.1 analyze the information on the dials and gauges				I M
	2.2 demonstrate proper use of the comfort and visibility systems				I M
	2.3 execute predriving checks and procedures				I M
	2.4 demonstrate proper procedure for starting a car				I M
	2.5 operate the car's driving systems				I M
	2.6 demonstrate correct procedure for entering traffic				I M
	2.7 identify and select a safe position in traffic				I M
	2.8 accurately judge the time-space gaps necessary for passing another vehicle, making turns, and breaking to a stop				I M
	2.9 execute driving procedures required for the safe operation of a vehicle while:				
	A. practicing the rules of the road				I M
	B. following the basic speed rule				I M
	C. obeying warning signs				I M
	D. observing regulatory signs				I M
	E. utilizing information signs				I M
	F. observing right-of-way rules				I M
	2.10 make good driving decisions, minimize driving risks, and execute the IPDE and the Smith System as driving strategies				I M
	2.11 make right and left turns				I M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
2. The student will demonstrate the application of driving skills as they apply to safe and economical operation and care of automobiles.	2.12 perform proper lane changing				I M
	2.13 apply principles of safely passing other vehicles				I M
	2.14 enter onto and exit from a highway				I M
	2.15 perform angle, perpendicular, and parallel parking				I M
	2.16 perform skills needed to adjust to changes in weather and environmental conditions				I M
	2.17 practice driving in a fuel-efficient manner				I M
	2.18 use maps to plan trips of varied lengths				I M

NORTHRIDGE INSTRUCTIONAL GOALS AND OBJECTIVES

COURSE: Driver's Education - D.D.

- GOALS: #2 - Learning to live safely.
 #4 - Learning to be a responsible citizen.
 #9 - Learning to use leisure time wisely.
 #12 - Learning to travel and move about.

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will display a responsible attitude toward driving.	3.1 understand the purpose of driver education				I M
	3.2 become a courteous, cooperative driver				I M
	3.3 become concerned with the workings of the highway transportation system				I M
	3.4 understand the administrative laws that apply to drivers and vehicles				I M
	3.5 appreciate driving procedures required for the safe operation of a vehicle				I M
	3.6 become aware of pedestrians and deal courteously with situations where pedestrians are present				I M
	3.7 recognize factors that can impair mental and physical abilities				I M
	3.8 compensate for the effects of fatigue, emotions, and temporary illness				I M
	3.9 advocate alternatives to driving under the influence of alcohol or any other drugs				I M
	3.10 accept necessary responsibilities if involved in an accident				I M
	3.11 value the worth of maintaining the major systems in an automobile				I M

PROGRAM OBJECTIVES:	STUDENT OBJECTIVES:	P	I	J	H
3. The student will display a responsible attitude toward driving.	3.12 value the need for purchasing proper automobile insurance				I M
	3.13 appreciate the need to drive in a fuel-efficient manner				I M

PURPOSE

The purpose of the Northridge High School Work-Study program is to realistically prepare students for successful community job placements and to assist each student in becoming a contributing member of the community.

A secondary purpose of the following guidelines and regulations is to inform each student in the Northridge High School Work-Study Program of their individual responsibilities and duties. Every student in the Work-Study program will receive a summary of these guidelines. A copy of this handbook will be in every high school developmentally disabled classroom.

To remain in the Work-Study program, the student shall abide by the rules contained in this guideline and also abide by the Northridge High School rules and regulations.

WORK-STUDY PROGRAM OBJECTIVES

The objectives of the Northridge High School Work-Study Program are:

-To assist students in developing positive attitudes toward education and employment.

-To assist the student in developing life and employability skills.

-To assist the student in developing self-confidence and feelings of individual worth.

-To provide the student with opportunities for job and career exploration.

-To provide the student with the opportunities to develop work skills necessary to be a contributing, self-respecting member of the community.

-To assist the student's transition from school to work.

-To assist the student in developing realistic plans for obtaining success and advancement in present work position.

-To assist the student in securing knowledge of the available community resources and to make direct referrals of students for services when appropriate.

CREDIT FOR WORK-STUDY

Credit for the work-study experience in the eleventh and twelfth grades shall be earned at the rate of 1 credit for each 200 clock hours worked. Juniors may earn up to a maximum of 3 credits for work performed and seniors may earn a maximum of 5 credits for work performed.

Students in the tenth grade may be eligible for out of school work experience. Tenth graders may earn a maximum of one credit. Tenth grade students are not eligible for early release from school and must be placed in the work-study program by the I.E.P. team.

Students in the eleventh grade may be released a maximum of one-half day for work experience if they have a job and are scheduled a minimum of fifteen (15) hours per week. Seniors may be released for full day employment if they have a job and are scheduled a minimum of thirty (30) hours per week. Though full release is an option, it is suggested that all seniors have at least one period per day scheduled unless permission has been received from the work-study coordinator for full day placement.

No student will be released during school hours to look for a job opportunity. Students losing their jobs will be returned to school on a full time basis regardless of circumstances and will be enrolled in classes to help insure graduation.

IN-SCHOOL WORK PROGRAM

The main purpose of the In-School Work Program is to obtain supervised work experience prior to a community job placement by the work-study coordinator. This experience will enable a student to be evaluated in a work station by their immediate supervisor/teacher, which will then serve as a basis for referral to the work-study coordinator. The high school DD/SLD teacher will closely follow the students' progress through this experience and provide counseling to those students participation in the program. It is understood that not all students will experience the In-School work experience but it is recommended that as many as possible be given the opportunity to work in school.

Credit will be earned by students working in the In-School work program. A freshman participating in the program may earn up to 1/2 credit per year. Sophomores may earn a maximum of 1 credit per year. Juniors and seniors are not recommended for this program but may be placed in the In-School work program under special I.E.P. team placement. It is the intent of the In-School work program to "ready" the student for community job placement.

Students will be regularly monitored by the classroom teacher. Each job site supervisor will be asked to evaluate the student's work performance on a quarterly basis.

Realistic job stations are identified by the classroom teacher with the job station supervisors approval. Students

are required to fill out an application and to go through an interview. Upon their successful completion of all prerequisites, the student will begin work upon the recommendation of the classroom teacher and job site supervisor.

Students may be dismissed from a job by the classroom teacher for failure to follow the prescribed program or failure to complete any requirements assigned by the job site supervisor. The student is also expected to follow all the rules and regulations in the Northridge High School Student Handbook in addition to those stated below.

The following may cause dismissal from the job station:

1. The student may not be absent more than 9 days of work because of being absent from school. Three (3) tardies will equal one absence.
2. The student will be required to call in by 8:00 a.m. if they will not be reporting for work. Failure to do this will result in a verbal warning the first time, a written warning the second time, and a dismissal from the job on the third occurrence.
3. The student is responsible for submitting their own time sheets and/or wage and hour forms on a monthly basis. These forms are due on the 7th of each month. Failure to follow this policy will result in a verbal warning first, a written warning second, and dismissal from the job on the third occurrence.
4. The student may be dismissed immediately from a job station upon the recommendation of the teacher and/or site supervisor for any inappropriate conduct on the job. Inappropriate conduct may include poor attitude, not following directions, not following safety rules, or being unable to get along with co-workers or employer.

IN-SCHOOL WORK PROGRAM PREREQUISITES

Prior to being considered for an in-school job placement, the student must meet the following requirements.

1. The student will have a copy or original birth certificate available to them.
2. The student will have their social security card or will have applied for a replacement card if lost. The student will attempt to memorize his/her social security number.
3. The student will receive permission from three people to be personal references.
4. The student will complete an application for employment for the in-school work program completely and accurately.
5. The student will have a successful interview.
6. The student will have discussed the program with their parents and will have a parent permission form signed to be in the program.
7. The student will complete a student contract and/or job description form.

OUT OF SCHOOL WORK-STUDY PROGRAM

The Out-of-School work program is open to tenth (10th), eleventh (11th), and twelfth (12th) grade students whose I.E.P.'s reflect a need for work-study services.

Tenth grade students will be permitted to work on a part-time basis and may earn a maximum of one (1) credit. Tenth grade students are not eligible for the early release option.

Eleventh grade students will be permitted to work on a part-time basis and may earn up to a maximum of three (3) work-study credits. Eleventh grade students are eligible for 1/2 day early release.

Twelfth grade students who have met all their academic requirements for graduation may be permitted to work full time and may earn up to a maximum of five (5) work-study credits. Full time release from school will be decided upon an individual basis. Most students will be placed in at least on (1) academic class during the school day.

ELIGIBILITY - OUT-OF-SCHOOL OPTION

The student must meet all of the following requirements to be eligible for Out-of-School work-study placement:

- The student must have an active I.E.P. that recommends work-study services.

-The student must be at least 16 years old.

-The student must have a social security card and a picture I.D. such as a drivers license or State of Ohio I.D. card.

-The student must obtain a work permit if under 18 years of age.

-The student must maintain personal grooming habits that will be acceptable to employers and the general public.

-The student will be referred to the work-study coordinator by the classroom teacher. A teachers referral will be based upon classroom behavior, attitude, and basic work skills.

-The student must possess the desire to work.

-The student will accept interviews to any job station for possible placement on the first job.

-The student will have the travel skills to be able to transport themselves to and from work. These travel skills may be public transportation (bus), safe walking, or driving a car.

-The student will agree to sign and abide by the rules and guidelines of the work-study program.

-The student will agree to follow all rules and regulations of Northridge High School.

REFERRAL PROCESS

Students become eligible for the work-study option when a work-study referral form is completed by the classroom teacher. Once completed, the referral form is submitted to the work-study coordinator and an initial interview will be scheduled.

WORK EXPERIENCE GRADE

All working students will be evaluated by their employers every nine (9) weeks. This evaluation will be used in determining part of the work-study grade.

The following is a list of items and their respective point values in determining the student's work-study grade.

- Employer evaluation	100 points
- Wage and hour report	60 points
- Work-study seminar attendance	60 points
- Participation in seminar	20 points
- Cooperation with work-study coordinator and completion of work-study forms.	60 points
	<hr/>
	300 points

Work-study grading scale:

Quarter	Semester	Year
A - 300 - 270	600 - 540	1200 - 1080
B - 269 - 240	539 - 480	1079 - 960
C - 239 - 210	479 - 420	959 - 840
D - 209 - 180	419 - 360	839 - 720
F - Below 180	Below 360	Below 720

TRANSPORTATION

Work-study students are responsible for providing their own transportation to and from the job site. The work-study coordinator, teacher, or school buses are not responsible for transporting students to and from work.

Public transportation is an option for all students to use for work purposes. Students will be taught the skill of using public transportation on an as needed basis. All students in the work-study program will have had the opportunity to be issued a reduced fare card from the Miami Valley Regional Transit Authority (RTA). This reduced fare card is a lifetime option for students to use the RTA system at a half price fare. It is the responsibility of the student to maintain this card and to replace the card if lost.

BUDGETING - SAVINGS ACCOUNT

Learning to save and budget money is a major goal of the Northridge Work-Study Program. Once a student becomes employed and starts getting paychecks, they should develop a budget. The teaching staff and the work-study coordinator will assist in developing a budget.

Each working student will also open a savings account at a local bank or savings and loan. At the beginning of each school year the work-study coordinator will teach students how to open a savings account. All students under the age of 18 shall have the account opened in both their name and their parents. Students' parents shall go with them to open an account. Students are required to save 10% of each check unless approved by the work-study coordinator.

The money each student earns on the job belongs to the worker who earned it. However, the teacher and the work-study coordinator will be available to help each student make the right decisions concerning these wages.

BONA FIDE JOB STATIONS

The work-study coordinator will screen all job stations. The following criteria must be met to receive work-study credit and for the student to be dismissed from school to work.

- A bona fide job should include a work station outside the student's home environment.
- A bona fide job involves a reputable industrial or business firm that complies with federal and state regulations regarding income tax, social security, and workman's compensation.
- A bona fide job has an established hour or weekly salary pay rate.
- A bona fide job provides the employee with information regarding hours worked, wages earned, and payroll deductions.
- A student may obtain their own job. However, in order to be released during school hours and to receive work-study credit, the work station must receive the approval of the coordinator before the first day of work.
- Other jobs may be approved at the discretion of the work-study coordinator, classroom teacher, and administration.

WORK PERMITS - MINOR WAGE AGREEMENT

All students who are under eighteen (18) years of age and working on a community job need to have a work permit. There are special instances where work permits aren't needed:

- in school job stations
- seasonal work (summers only)
- family or grandparents farm
- if the student is the head of the household

When applying for a work permit there are three cards that need to be filled out completely. Work permit forms can be found in the main office at the high school. The three (3) forms are:

- Physician's certificate
- School record of applicant for employment certificate
- Pledge of employer

Once the forms have been completed, they may be turned in at the principal's office for completion. A parent must accompany the student. The parents signature is necessary to complete the work permit process.

A Minor Wage Agreement form must also be completed by the employer. This form insures that each students' hourly wage is in writing and also how many hours they will work. The work-study coordinator will take this form to the employer.

Concerns and/or questions about work permits can be answered by the teaching staff or work-study coordinator.

STUDENT RESPONSIBILITIES

1. The student will agree in writing to follow the guidelines of the work-study program.
2. The student will follow all rules and regulations set down by the community placement site.
3. The student will call the employer and the work-study coordinator when he/she cannot report for work.
4. The student will not report to work when he/she is absent from school because of illness. If the student reports to work, but does not come to school, those hours will be deducted from their total.
5. The student will furnish his own transportation to and from work. Also, the student is responsible for his/her liability during transportation to and from work.
6. The student must show proof of income, expenditures, and savings each pay period. The student has one week after the end of the month to submit these records to the work-study coordinator. Failure to comply with this will result in all work-study grades and credit toward graduation being withheld.
7. The student is obligated to attend all interviews for employment when arranged by the work-study coordinator where the student has expressed a vocational interest as indicated on the student referral form or coordinator interview form.
8. The student is responsible to inform the coordinator of any changes in employment status such as changes in jobs, as well as changes in address and/or phone number.

PARENT RESPONSIBILITIES

1. Encourage the student to be responsible for his/her own behavior.
2. Enforce the student's regular school and/or work attendance. A student who is consistently falling below a satisfactory level in school or at work may be removed from the job station by the work-study coordinator.
3. Assist the student in obtaining the medical examination needed for a work permit which is required for minors.
4. Encourage the student to complete driver's training and/or provide transportation to an interview or work site.
5. Help the student understand that he must receive the approval of the work-study coordinator before accepting a job. The employer will be informed that the job is part of the student's school program.
6. Help the student to understand that the coordinator will help with job related problems. If the student resigns from a job without first discussing it with the coordinator and giving proper notice to the employer, he/she will return to school full time for the remainder of that term.
7. Encourage the student to be accountable for his/her work hours. The student will earn school credits for their work only after turning in monthly wage and hour reports to the coordinator.

TEACHER RESPONSIBILITIES

1. The teacher is responsible for referring a student for work-study services whenever the I.E.P. indicates a need.
2. The teacher is responsible for providing work-study instruction prior to job placement.
3. The teacher is responsible for checking student records to determine graduation status prior to referring a student for work.
4. The teacher will utilize employer evaluation data to develop program plans for specific students.
5. The teacher will communicate with the work-study coordinator in any matters relative to the work-study status of students.

WORK-STUDY COORDINATOR RESPONSIBILITIES

1. The work-study coordinator will participate in the I.E.P. and annual review conferences when requested.
2. Upon receipt of the student referral form, the coordinator will:
 - confer with the contact teacher
 - interview the student
 - confer with parents, explaining coordinator, student, and parent responsibilities and have the parent sign the permission form.
3. The coordinator will periodically monitor student progress on a job and collect evaluation data from the employer. Grades will be submitted to the classroom teacher along with a status report of each working student.
4. The coordinator will encourage the student in setting up a regular budget and money management plan and will keep records of student earnings, hours, W-2 forms, etc.
5. The coordinator will keep parents and teachers informed of the progress of working students.
6. The coordinator will prepare progress reports on all students working to be distributed to designated school personnel each quarter.
7. With approval of the parents and school personnel, the coordinator may refer students to community agencies outside the school system for assistance in evaluation, training, and placement.
8. The coordinator, in cooperation with the classroom teacher and administration, may recommend removal of a student from a job when necessary. Credit for work experience will be discontinued in this event.
9. The coordinator will provide supervision and/or conferences with students, teachers, administration and employers upon request.
10. The coordinator will report any significant change in student's work status to the contact teacher.

DISMISSAL FROM THE WORK-STUDY PROGRAM

Students may be dismissed from the work-study program for any of the following reasons:

- Three (3) unexcused absences per semester.
- Failure to notify employer and work-study coordinator on days student will not be going to work when scheduled. Credit loss and dismissal from program may happen if this occurs more than three (3) times.
- Failing grades in school resulting in lack of credits for graduation.
- Discipline problems in school or on the job.
- Not saving at least 10% of paycheck unless otherwise approved by the work-study coordinator.
- Quitting a job without telling the work-study coordinator or giving the employer appropriate notice. Each occurrence to be judged on an individual basis.
- Failure to submit a written record of wage and hour report.
- Any other concerns as determined by the high school principal.

Once dismissed from the work-study program the student will receive no credit for working and will remain in school all day as a full-time student.

After being dismissed from the work-study program, the student may re-apply after a six week waiting period. At that time a conference will be held with the teacher, parent, and work-study coordinator to determine if the student will be allowed to re-enter the work-study program.