

Grades 3-5 Mathematics Curriculum

RATIONALE

All students, regardless of different abilities, needs and interests, must be able to use mathematics in their personal life. Mathematics is used in daily life as well as in the workplace. All students deserve to understand the power of mathematics. Students need to solve problems encountered in daily life and to predict future needs or outcomes.

DESCRIPTION/PURPOSE

The mathematics curriculum requires participation in learning, connection to other curriculum areas, using technology, and generalization into the community. Mathematics enables students to fulfill personal ambitions and career goals in an ever-changing world.

Students with severe disabilities are able to build on the following outcomes through the mathematics:

- Learning concepts and skills in order to apply them to problem solving in and outside school
- Use comparison, sequencing, counting, and classifying to solve problems in daily life and in the work force
- Predict future needs through mathematics
- Follow a routine to participate in daily life
- Participate in daily life through the use of technology
- Learn and use signs, symbols and specialized terms of mathematics in communication

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Not Available

STRAND: Not Available

Show-Me Standard M-4

Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.

Alternate Framework Standard AltM-4

Recognizing shapes and patterns in the environment using visual models.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-5, Goal 1 Alt-6, Goal 1 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Complete the steps of a visual schedule.	5017020		Follow examples on how to complete a task by following pictorial cues—hand washing picture sequence on the wall, picture cue on making Kool-Aid. Use an individual daily schedule which is developed with the assistance of the student.
Follow a daily schedule by carrying the object/representation to the activity site.	7300055		
Match activity to line drawing on visual schedule.	7300003		
Complete activity as indicated on visual schedule.	7800001		Follow (time and sequence) to complete activities that are found in the daily visual schedule.
Point to the picture of activity just completed.	7300067		
<p>Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.</p>			

VISUAL SCHEDULES

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will perform counting skills.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Explore quantity using manipulatives.	7810153	NO1.0	Push/slide off a table/surface into a container a card/item for each student and count the cards/items, with assistance if needed, to determine number of students present or number of items needed for specific activities.
Represent and number small collections.	7810155	NO1.1	Setup up situations so students can take a specific number of items to different location in school.
Recognize a small collection up to "four" items.	7810156	NO1.1b	Use a counting jig.
Show up to four items by responding to a verbal request for four items.	7810157	NO1.1d	
Start counting sequence with one.	7810158	NO1.2a	Play a game, counting and moving a marker/playing piece.
Use the counting sequence to enumerate (count one by one) a collection and to identify "how many" items in a collection.	7810160	NO1.3	Focusing on a specific number for the day, have students gather number of items and put in learning centers.
Demonstrate one-to-one correspondence between objects and counting words.	7810161	NO1.3a	Hand out/release/touch items for different activities, as the items are counted, during the daily routine – lunch tickets, snack items, lunch items, art materials, etc.
Count with a 1 to 1 correspondence from 1 through 5.	5906007		
Count with a 1 to 1 correspondence from 1 through 10.	5906008		
Count with a 1 to 1 correspondence from 1 through 15.	5906009		
Represent and number collections of items.	7810163	NO1.4	Count specific number of groups of items.

READ, WRITE AND COMPARE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will perform counting skills.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Select 1 to 5 objects from a group of more than 5.	5906011		
Select 1 to 10 objects from a group of more than 10.	5906012		
Select 1 to 15 objects from a group of more than 15.	5906013		
Demonstrate that the final number said when counting the objects is the quantity of the set.	7810164	NO1.4b	Counting items, focus on last number said; handout/release/touch items for different activities, as the items are counted; during the daily routine – lunch tickets, snack items, lunch items, art materials, etc. This could be either rote counting or one-to-one correspondence.
Use numbers in daily activities.	7810165		Set a timer, numbers on visual schedules, number on buses, cooking activities, sequencing items.

READ, WRITE AND COMPARE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will perform counting skills.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Appropriately label the quantity of an empty set using the terms "0", "nothing", or "none".	7810182	NO1.11	Identify items that need to be replaced because they are empty, no more, all gone - detergent, paper towels, soap.
Identify a 2 digit number.	7810183	NO1.12	A timer for cooking. Setting the cooking time on a microwave. A timer for how long the activity is going to last. Telling time with digital clock. Using a remote control to select favorite TV program.
Communicate 2 digit numbers.	7810184	NO1.13	Tell you the amount of time from a recipe that an item needs to be in the oven or the microwave.

READ, WRITE AND COMPARE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 2 Graduates will make choices.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will compare whole numbers.

STRAND: Number and Operations

Show-Me Standard M-6

Discrete mathematics (such as graph theory, counting techniques, matrices).

Alternate Framework Standard AltM-6

Using comparison, sequencing, counting and classifying to solve problems related to daily living.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-7, Goal 3 Alt-10, Goal 3 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Recognize or request more and less of something.	7810187	NO1.18	Missing element – need more of something to complete a task or activity.
Use counting to compare two quantities, up to four items, as same or more.	7810189	NO1.20	Put items in groups that have the same number or amount for students. Student places specific amount of reinforcement in a baggie, such as, 3 cheerios per bag for a total of 8 bags, etc.
Associate the number 0 with empty sets.	7810191	NO1.26	Identify items that need to be replaced because they are empty, no more, all gone - detergent, paper towels, soap using an inventory list made up of specific items needed for each class.

READ, WRITE AND COMPARE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will represent commonly used fractions.

STRAND: Number and Operations

Show-Me Standard M-5
 Mathematical systems (including real numbers, whole numbers, integers, fractions) geometry, and number theory (including primes, factors, multiples).

Alternate Framework Standard AltM-5
 Using the relationships between whole numbers, fractions, and shapes to understand real-life concepts.

Alternate Process Standard: (What All Students Should Do)
 Goal 1 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities	REPRESENT AND USE RATIONAL NUMBERS
Demonstrate an understanding of a whole unit.	7810192	NO2.1	Get "all" of something, all the dirty towels, all the cups on the table, get all the dishes out of the dishwasher.	
Show that fractional parts are equal shares or equal-sized portions of a whole unit.	7810193	NO2.2	Half a cookie, cut pizza in fourths, divide the class in half for two jobs to do. Using visuals or circles, lay them on the floor to represent the two sections and have the class go and stand on the circle. May want to put name and/or picture on circles.	
Explore fractions using manipulatives.	7810194	NO2.2a	Folding paper – letters, cards, napkins and art projects. Folding clothing and linens, may need to use folding jig or provide hand over hand assistance in folding clothing, linens.	

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will connect number words (orally) and quantities they represent.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Demonstrate that one symbol can represent the whole amount.	7810196	NO3.1	Attendance, lunch count, inventory list, number of each specific items to be purchased at a grocery store or Wal-Mart. Amount or number of items needed for a recipe.

COMPOSE AND DECOMPOSE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will compose or decompose numbers using known facts.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Add one item to another item (combine items).	7810198	NO3.2a	When paying for items, use the "one more" technique. Use dots on the dice to determine number of moves.
Subtract one item from two items (remove items).	7810200	NO3.2b	
Use concrete materials or pictures to solve addition and subtraction situation problems.	7810201	NO3.3	Use social stories. Use the missing element strategy. Follow the recipes on boxes, cake mix, Jello, brownies, pancakes, Jiffy mix, and oatmeal box.

COMPOSE AND DECOMPOSE NUMBERS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will represent a given situation involving addition.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Add one set to another set (combine sets).	7810205	NO5.1a	Pick up items and put away, toys in toy box, put things on the correct shelf, etc.

REPRESENT OPERATIONS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Student will recognize numerals.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Represent a number or quantity by tapping, drawing objects or tallies.	7810209	NO8.1	Use with an inventory list, voting for group activities or type of reinforcement.
Discriminate between numerals and other printed symbols.	7810210	NO8.2	Identifying how much something cost in ads. Identify the amount of ingredients needed in a recipe. Number needed on a grocery list.
Identify/recognize numerals 1-10 by looking/pointing to the requested number.	7810211	NO8.3	Each morning, give everyone in the class their own specific number. Sometime during the day, use the numbers to identify the students rather than their name, such as, line up in order in which the numbers are listed. Use the student numbers to determine which student is in which small group for instruction, and who is the teacher for the student.
Communicate 1-9 numerals by writing, using number cards, using a communication board.	7810212	NO8.4	Play game of Sorry. Adapt Twister game, numbers/colors on spinner and on floor mat.
Choose correct number when presented with two numbers to identify numbers 1-10.	7300051		
Select from a group the numerals 1 through 5.	5906019		
Select from a group the numerals 1 through 10.	5906020		
Select from a group the numerals 1 through 15.	5906021		
Identify the numerals 1 through 5 in random order.	5906031		
Identify the numerals 1 through 10 in random order.	5906032		
Identify the numerals 1 through 15 in random order.	5906033		

DESCRIBE OR REPRESENT MENTAL STRATEGIES

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Student will recognize numerals.

STRAND: Number and Operations

Show-Me Standard M-1
Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation and application of these operations and concepts in the workplace and other situations.

Alternate Framework Standard AltM-1
Counting and grouping strategies used to solve problems encountered in the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-4, Goal 1 Alt-6, Goal 3 Alt-2, Goal 3 Alt-3

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities	DESCRIBE OR REPRESENT MENTAL STRATEGIES				
Use concrete materials to show one or two more or less than the original number.	7810213	NO8.0	Use "one more" technique.		DESCRIBE OR REPRESENT MENTAL STRATEGIES			
Show/give one more item.	7810214		As a reward for a correct response, do a "high five" with the student and then ask, "Give me one more".			DESCRIBE OR REPRESENT MENTAL STRATEGIES		
Show/give two more items.	7810215						DESCRIBE OR REPRESENT MENTAL STRATEGIES	
Take away/remove one item.	7810216		During morning activity of developing the work sequence for the student's object/picture schedule, student gets to remove one work activity.					DESCRIBE OR REPRESENT MENTAL STRATEGIES
Take away/remove two items.	7810217		During morning activity of developing the work sequence for the student's object/picture schedule, student gets to remove two work activities (one in morning one afternoon).					
				DESCRIBE OR REPRESENT MENTAL STRATEGIES				

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 3 Graduates will express personal feelings and self-advocate for needs.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Student will estimate a solution to a problem (addition and subtraction).

STRAND: Number and Operations

Show-Me Standard M-3
Data analysis, probability, and statistics

Alternate Framework Standard AltM-3
Gathering and using quantitative information to predict future need or outcomes.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-6, Goal 1 Alt-8, Goal 3 Alt-4, Goal 3 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities	ESTIMATE AND JUSTIFY SOLUTIONS	
Use comparisons to estimate size.	7810219	NO11.1	Determine the right size container to hold all of an item, such as, cereal, pasta, candy, cookies, etc.		ESTIMATE AND JUSTIFY SOLUTIONS
Identify more or less.	7810220	NO11.2	To assist in teaching the concept of environmental control, ask the student if wants more work—provide signal for no and remove activity. Same, in reverse order for a reinforcing sensory activity. Stop and ask if want “more” , signal yes ,and continue sensory activity.		
				ESTIMATE AND JUSTIFY SOLUTIONS	
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.					ESTIMATE AND JUSTIFY SOLUTIONS

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will recognize patterns of sounds or shapes.

STRAND: Algebraic Relationships

Show-Me Standard M-4

Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.

Alternate Framework Standard AltM-4

Recognizing shapes and patterns in the environment using visual models.

Alternate Process Standard: (What All Students Should Do)

Goal 1 Alt-5, Goal 1 Alt-6, Goal 1 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities	RECOGNIZE AND EXTEND PATTERNS
Engage in pattern-related activities in the every day environment.	7810171	AR1.1a	Teach beginning literacy of left to right progression through various activities in which students repeat patterns of objects/shapes when participating in a variety of art activities/math activities. Perform music/dance with motions, pictures, objects.	
Explore simple repeating patterns with concrete materials.	7810172	AR1.1c	Art activity, build a design from a model (object or pictorial(pumpkin face, tree decorations).	
Reproduce sequenced pattern of objects.	5762011			
Reproduce sequenced pattern of objects in left to right progression.	5762012			
Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.				

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will recognize patterns of sounds or shapes.

STRAND: Algebraic Relationships

Show-Me Standard M-4
Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.

Alternate Framework Standard AltM-4
Recognizing shapes and patterns in the environment using visual models.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-5, Goal 1 Alt-6, Goal 1 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities	CREATE AND ANALYZE PATTERNS	
Create patterns.	7810221	AR2.1	Through art activities, develop objects/animals with repeating patterns: caterpillars, trains, petals of flowers, etc. With students' assistance, develop game boards following a set pattern of pictures – colors, shapes, animals, objects, etc. (Use student's primary mode of communication in developing the game boards – eye gaze, touching, pointing, verbalization, communication device, etc.).		CREATE AND ANALYZE PATTERNS
Create a simple repeating pattern with concrete materials.	7810222	AR2.1a	Give shape, patterns needed to create an art project, and the student creates the design.		
				CREATE AND ANALYZE PATTERNS	

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will sort objects by attributes.

STRAND: Algebraic Relationships

Show-Me Standard M-2
Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.

Alternate Framework Standard AltM-2
Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-2, Goal 3 Alt-6, Goal 3 Alt-7, Goal 3 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Match like objects.	7810226		Provide a picture of items needed for cooking, washing hand, etc. and have student locate the items.
Sort, classify and order objects.	7810227	AR3.1	Stack canned goods on shelf placing largest ones in the back, smaller ones in front.
Engage in sorting activities with identified attributes of objects.	7810228	AR3.1b	Sort recycling material, sort clothing by color, bedding vs. what you wear, food storage.

CLASSIFY OBJECTS AND REPRESENTATIONS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 2 Graduates will make choices.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will model situations that involve whole numbers, using pictures, objects or symbols.

STRAND: Algebraic Relationships

Show-Me Standard M-6
Discrete mathematics (such as graph theory, counting techniques, matrices).

Alternate Framework Standard AltM-6
Using comparison, sequencing, counting and classifying to solve problems related to daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-7, Goal 1 Alt-10, Goal 3 Alt-2

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Use models to represent quantitative relationships.	7810176	AR6.1	
Use pictures, objects or symbols to enact stories or model situations involving whole numbers.	7810177	AR6.1a	
Use pictures, objects or symbols to enact stories or model situations involving addition and subtraction of whole numbers.	7810231	AR6.1b	Develop social stories that relate to each student and/or seasons/holidays that include numbers – adding and subtracting numbers. (Have students assist you in developing these stories.)

USE MATHEMATICAL MODELS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 3 Graduates will express personal feelings and self-advocate for needs.

Graduate Goal 4 Graduates will solve problems or complete tasks.

GLE: Students will determine qualitative change such as students growing taller.

STRAND: Algebraic Relationships

Show-Me Standard M-3
Data analysis, probability, and statistics

Alternate Framework Standard AltM-3
Gathering and using quantitative information to predict future need or outcomes.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-6, Goal 1 Alt-8, Goal 3 Alt-4, Goal 3 Alt-7

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Analyze change in a variety of situations.	7810232	AR7.1	When PE/speech services are not possible due to an absence, place a picture of "No PE/Speech" on the schedule. At the time for PE/Speech, have student remove the picture and replace with the replacement activity photo.
Recognize change in the environment.	7810233	AR7.1a	In a small group activity, have a student take attendance by placing picture of student present in one column and those absent in another. Then taken attendance to the office.
Engage in activities to keep track of change.	7810234	AR7.1b	When PE/speech services are not possible due to an absence, place a picture of "No PE/Speech" on the schedule. At the time for PE/Speech, have student remove the picture and replace with the replacement activity photo.
Describe change in qualitative terms.	7810235	AR7.1c	Emotion training—student places smile or frown on a face to situations of what pictures describe (boy eating ice cream, girl fell down, boy with a dog playing, etc.).

ANALYZE CHANGE

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will sort 2 dimensional shapes using physical models (circle, rectangle, triangle).

STRAND: Geometric and Spatial Relationships

Show-Me Standard M-2
Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.

Alternate Framework Standard AltM-2
Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-2, Goal 3 Alt-6, Goal 3 Alt-7, Goal 3 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Identify, name, compare and/or sort 2-D shapes (pictures).	7810178	GS1.1	
Identify shapes by pointing or other appropriate gesture.	5603039		
Use 2-D shapes for informal play.	7810179	GS1.1a	
Release a two-dimensional object.	7600133		
Match common shapes.	7400232		
Match 2 dimensional items to identical 2 dimensional items.	5756040	GS1.1b	
Match 2 dimensional items to similar 2 dimensional items based on common factors.	5756041		

DESCRIBE AND USE GEOMETRIC RELATIONSHIPS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will sort 2 dimensional shapes using physical models (circle, rectangle, triangle).

STRAND: Geometric and Spatial Relationships

Show-Me Standard M-2
Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes.

Alternate Framework Standard AltM-2
Applying basic concepts related to size, shape, and amount (including measurement skills) to the activities of daily living.

Alternate Process Standard: (What All Students Should Do)
Goal 3 Alt-2, Goal 3 Alt-6, Goal 3 Alt-7, Goal 3 Alt-8

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Put together 2-D shapes to make new shapes.	7810180	GS2.1	Participate in various art activities using clay, paper mache, play dough, plaster of paris, etc.
Use shapes in isolation, concrete or semi-concrete, to make a picture.	7810181	GS2.1a	
Use shapes (concrete or semi-concrete) by combining the shapes to make a picture or design.	7810237	GS2.1b	In art, make a pumpkin face, glue shapes/objects to decorate a clay pot for planting, make collages of favorite things and people.

COMPOSE AND DECOMPOSE SHAPES

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Mathematics Grades 3-5

Graduate Goal 1 Graduates will communicate.

Graduate Goal 4 Graduates will solve problems or complete tasks.

Graduate Goal 5 Graduates will follow routines.

GLE: Students will recognize or demonstrate relative positions in space (above, below, front, behind).

STRAND: Geometric and Spatial Relationships

Show-Me Standard M-4
Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts.

Alternate Framework Standard AltM-4
Recognizing shapes and patterns in the environment using visual models.

Alternate Process Standard: (What All Students Should Do)
Goal 1 Alt-5, Goal 1 Alt-6

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Recognize or demonstrate relative positions in space.	7810238	GS3.1	Throughout the students' daily routine, provide opportunities for students to place objects in a variety of positional locations – "Place the bowls on the plates. Put the napkins beside the paper plates."
Place an item above/below another item.	5756018		
Place an item on/off another item.	5756016		
Place item in/out of another item.	5756020		
Place an item under/over another item.	5756017		
Use everyday positional descriptions such as over, under, near, far, between, left, right, above, below, on, beside, next to, to recognize relative positions of objects in space.	7810239	GS3.1a	Participate in PE activities using these positional terms – example: obstacle courses, relay races, etc.
Use directions with positional descriptions to identify location of objects in space.	7810240	GS3.1b	Do a treasure hunt to find objects in the room by giving students direction to the object (on the left, above you, behind the door, etc.).
Carry out 2 requests using prepositions.	5603028		
Plan route to familiar destinations.	6408007		
Walk following a set route.	5295005	GS3.2a	

USE COORDINATE SYSTEMS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.