

Non-Curricular Curriculum

Areas of Speech

Ungraded

- **N-CC.SP.4.4** - Develop and integrate effective communication skills for multiple purposes and in varied context
- **N-CC.C.4.1** - Manipulate listening, speaking, viewing, reading and writing skills to communicate in varied contexts
- **N-CC.C.4.4** - Grow in awareness of their own presence or voice for different purposes and audiences in communication
- **N-CC.SP.K.4_1** - Students will use effective listening and speaking behaviors to enhance communication and meaning
- **N-CC.SP.1.4_1** - Identify and use effective listening and speaking behaviors to enhance communication and meaning
- **N-CC.SP.2.5** - Use a variety of strategies to construct meaning within a variety of texts
- **N-CC.SP.5.4_1** - Develop, integrate, and analyze the impact of effective communication skills for multiple purposes and in varied contexts.
- **N-CC.GC.K.1** - Identify and use mechanics that enhance and clarify understanding
- **N-CC.SP.K.1a** - Generate questions and discussion about topics
- **N-CC.SP.K.4** - Students will use effective listening and speaking skills to enhance communication and meaning
- **N-CC.GC.1.1** - Identify and use mechanics that enhance and clarify understanding
- **N-CC.SP1.1a** - Generate questions and discussion about issues and topics
- **N-CC.GC.2.1** - Identify and use mechanics that enhance and clarify understanding
- **N-CC.GC.3.1** - Identify and use organizational patterns, grammatical construction and usage
- **N-CC.GC.4.1** - Identify and use organizational patterns, grammatical construction and usage, spelling, and documentation of resources with increasing complexity
- **N-CC.SP.4.3** - Monitor their progress while using a variety of strategies to overcome with communication
- **N-CC.SP.4.5** - Use a combination of strategies to construct meaning when encountering familiar and unfamiliar words and texts
- **N-CC.C.4.2** - Formulate and then classify responses to the ideas, opinions, and feelings generated within and across oral, visual, written and electronic texts
- **N-CC.GC.5.1** - Identify and use organizational patterns, grammatical construction and usage, spelling, and documentation of resources with increasing complexity
- **N-CC.SP.5.3_1** - Monitor their progress while using a variety of strategies to overcome with communication
- **N-CC.C.5.2** - Respond to the ideas and feelings generated within and across three or more oral, visual, written and electronic texts, and compare their responses to those of their peers
- **N-CC.SP.K.1b_1** - Organize information and draw conclusions orally
- **N-CC.L.U.2.3** - Make connections between ideas and issues drawn from texts and apply them
- **N-CC.GC.2.2** - Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives at the independent level
- **N-CC.GC.2.3** - Explore how the characteristics of various informational genre and elements of expository text can be used to construct meaning and convey ideas
- **N-CC.SP.2.3_1** - Monitor their learning in language arts, sharing ideas
- **N-CC.SP.2.4** - Describe and use effective listening and speaking behaviors to enhance communication and meaning
- **N-CC.C.2.4** - Explore and demonstrate an understanding of the word choice, different voices, and facial expressions used by speakers
- **N-CC.GC.3.2** - Identify and understand story elements to convey ideas and perspectives
- **N-CC.GC.3.3** - Explore the characteristics, patterns of organization, and comprehension strategies of various types of text to construct and convey meaning
- **N-CC.SP.3.4** - Develop effective oral communication skills speaking and multiple purposes
- **N-CC.SP.3.5** - Use a combination strategies to construct meaning when encountering familiar and unfamiliar words
- **N-CC.C.3.2** - Explain the ideas, opinions, and feelings generated within and across two or more oral, visual, written and electronic
- **N-CC.LU.4.4** - Identify and discuss various perspectives in texts and relate them to personal experience
- **N-CC.GC.4.2** - Recognize and understand various narrative genre and story elements used to convey ideas and perspectives
- **N-CC.SP.4.1** - Define and investigate issues/topics using multiple resources
- **N-CC.SP.4.5_1** - Use combination of strategies to construct meaning when encountering familiar and unfamiliar words and texts
- **N-CC.C.4.2_1** - Formulate and then classify responses to the ideas, opinions, and feelings generated within and across oral, visual, written, and electronic texts
- **N-CC.GC.5.2** - Recognize, understand, and use various narrative genre and story elements used to convey ideas and perspectives
- **N-CC.SP.5.1** - Define and investigate issues/topics using multiple resources
- **N-CC.SP.5.5** - Use a combination of strategies to construct meaning when encountering familiar and unfamiliar words and texts

- **N-CC.C.5.2_1** - Respond to the ideas and feelings generated within and across three or more oral, visual, written and electronic texts, and compare their responses to those of their peers
- **N-CC.GC.K.3** - Explore how characteristics of various texts can be used to construct meaning and convey ideas at the emergent level
- **N-CC.SP.K.1b** - Organize information and draw conclusions orally
- **N-CC.SP.K.5** - Use strategies to construct meaning within a variety of texts
- **N-CC.GC.1.3** - Explore how characteristics of various texts can be used to construct meaning and convey ideas at the early level
- **N-CC.SP.1.1b** - Organize information orally and present ideas and conclusions
- **N-CC.SP.2.1** - Generate discussion and develop questions about issues and topics. Organize and interpret information orally. Present conclusions
- **N-CC.SP.2.3** - Monitor their learning in language
- **N-CC.SP.2.4** - Describe and use effective listening and speaking behaviors to enhance communication and meaning
- **N-CC.SP.3.1** - Define and investigate pertinent topics using two resources
- **N-CC.SP.3.4_1** - Monitor their progress as they continue a variety of strategies to overcome difficulties as they construct and convey meaning
- **N-CC.C.3.2_1** - Explain the ideas, opinions, and feelings generated within and across two or more oral, visual, written and electronic texts orally
- **N-CC.LU.4.1** - Compare and contrast elements depicted in texts
- **N-CC.LU.4.3** - Select, read, listen to, view, and respond thoughtfully to texts
- **N-CC.GC.4.3** - Recognize the characteristics, patterns of organization, and comprehension strategies of various types of expository text
- **N-CC.LU.5.3** - Select, read, listen to, view, and respond thoughtfully to classic, contemporary, and popular texts
- **N-CC.GC.5.3** - Identify and use characteristics, patterns of organization, and comprehension strategies of various types of expository text
- **N-CC.GC.K.2** - Identify, explore and use aspects of language to formulate and express their ideas
- **N-CC.C.K.1** - Explore speaking, listening, and viewing to create projects or products
- **N-CC.GC.1.2** - Explore how stories can be used to convey ideas
- **N-CC.C.2.2** - Discuss and explain responses to the ideas and feelings generated by oral, visual, written, and electronic texts and share with peers
- **N-CC.C.2.4_1** - Explore and demonstrate an understanding of the word choice, different voices, and facial
- **N-CC.SP.3.4_2** - Develop effective oral communication skills (speaking and listening) for multiple purposes
- **N-CC.C.3.1** - Integrate listening, viewing for multiple purposes and in varied contexts
- **N-CC.C.3.3** - Explore differences in language patterns and vocabulary
- **N-CC.C.3.4** - Develop an awareness of their own unique presence or voice for different purposes and audience in communication
- **N-CC.LU.4.2** - Describe universal themes within oral, written, and visual materials
- **N-CC.LU.4.3_1** - Select, read, listen to, view, and respond thoughtfully to
- **N-CC.LU.5.4** - Compare and contrast various perspectives in texts and relate them to personal experience
- **N-CC.SP.1.4** - Identify and use effective listening and speaking skills to enhance communication and meaning
- **N-CC.C.4.3** - Identify differences in language patterns and vocabulary
- **N-CC.SP.5.3** - Monitor their progress while using a variety of strategies to overcome difficulties with communication
- **N-CC.C.5.3** - Describe how language patterns vary depending upon time, place, and situation
- **N-CC.SP.4.3_1** - Monitor their progress while using a variety of strategies to overcome difficulties with communication
- **N-CC.SP.4.4_1** - Develop and integrate effective communication skills for multiple purposes and in varied contexts
- **N-CC.C.4.1_1** - Manipulate listening, speaking, viewing, reading, and writing skills to communicate in varied contexts
- **N-CC.C.4.4_1** - Grow in awareness of their own unique presence or voice for different purposes and audiences in communication
- **N-CC.SP.5.4** - Develop, integrate, and analyze the impact of effective communication skills for multiple purposes and in varied contexts
- **N-CC.C.5.1** - Develop the various skills needed for listening, speaking, viewing, reading, and writing in varied contexts
- **N-CC.C.5.4** - Recognize the importance of developing a unique voice when communicating
- **N-CC.PS.L.01** - Understand developmentally appropriate language concepts and use developmentally appropriate language concepts in intelligible phrases/sentences.
- **N-CC.PS.L.02** - Request, comment, and answer using intelligible phrases and sentences.
- **N-CC.PS.L.03** - Share information using a variety of vocabulary in intelligible 4-5 word sentences.
- **N-CC.PS.L.04** - Understand developmentally appropriate language concepts.

- **N-CC.PS.L.05** - Accurately follow oral directions.
- **N-CC.PS.L.06** - Accurately answer age-level questions.
- **N-CC.PS.L.07** - Actively participate in conversations.
- **N-CC.PS.L.08** - Use developmentally appropriate language skills to participate in social interactions with peers and adults.
- **N-CC.PS.A.01** - Use age level sounds in structured 3-5 word sentences.
- **N-CC.PS.A.02** - Use early speech sounds in phrases and/or sentences given support as needed.

Non-Curricular Curriculum Behavior Ungraded

- **N-CC.i.B8.1** - The student will demonstrate appropriate behavior when angry, annoyed or upset.
- **N-CC.i.B15.1** - The student will demonstrate behaviors that will be accepted by other students.
- **N-CC.i.B18.1** - The student will respond appropriately to nonverbal cues.
- **N-CC.i.B18.2** - The student will use nonverbal cues to help him/her function successfully in social situations.
- **N-CC.i.B36.1** - The student will express feeling statements in communicating with others.
- **N-CC.i.B40.1** - Student will respect appropriate physical boundaries with staff and peers.
- **N-CC.i.B42.1** - The student will make physical contact with others when it is the appropriate time.
- **N-CC.i.B42.2** - The student will make contact with appropriate others.
- **N-CC.i.B42.3** - The student will recognize the personal space of others.
- **N-CC.i.B42.4** - The student will define his or her own personal space.
- **N-CC.i.B48.1** - The student will verbally respond to ___ out of ___ questions asked by a peer.
- **N-CC.i.B48.2** - The student will interact with a peer for ___ minutes at a time.
- **N-CC.i.B48.3** - The student will engage in parallel play with a peer for ___ minutes at a time.
- **N-CC.i.B48.4** - The student will share materials with a peer during ___ out of ___ interactions.
- **N-CC.i.B48.5** - The student will interact with a peer ___ times per day. (Gradually increase expectations as the student demonstrates success.)
- **N-CC.i.B48.6** - The student will initiate ___ interaction (s) with a peer per day. (Gradually increase expectations as the student demonstrates success.)
- **N-CC.i.B48.7** - The student will make eye contact with a peer when interacting ___ out of ___ times.
- **N-CC.i.B48.8** - The student will verbally respond to ___ out of ___ questions asked by the teacher.
- **N-CC.i.B48.9** - The student will make eye contact with the teacher in conversations ___ out of ___ times.
- **N-CC.i.B48.10** - The student will seek assistance from the teacher when necessary ___ out of ___ times.
- **N-CC.i.B48.11** - The student will interact with the teacher ___ times per day. (Gradually increase expectations as the student demonstrates success.)
- **N-CC.i.B48.12** - The student will initiate ___ interaction(s) with the teacher per day. (Gradually increase expectations as the student demonstrates success.)
- **N-CC.i.B48.13** - The student will interact for ___ minutes per day with the teacher. (Gradually increase expectations as the student demonstrates success.)
- **N-CC.i.B49.1** - The student will make appropriate comments to other students.
- **N-CC.i.B48.2_1** - The student will make appropriate comments to teachers.
- **N-CC.i.B53A.1** - The student will demonstrate positive self esteem.
- **N-CC.i.B53A.2** - The student will demonstrate realistic, objective self-appraisal.
- **N-CC.i.B53A.3** - The student will verbalize a positive/accurate perception of self.
- **N-CC.i.B53B.1** - The student will develop a friendship.
- **N-CC.i.B59.1** - The student will make appropriate comments to and about other students/adults.
- **N-CC.i.B59.2** - The student will demonstrate respect for peers and staff.
- **N-CC.i.B65.1** - The student will respond appropriately to others' attempts to be friendly.
- **N-CC.i.B65.2** - The student will respond appropriately to others' attempts to be complimentary.
- **N-CC.i.B65.3** - The student will respond appropriately to others' attempts to be sympathetic.
- **N-CC.i.B65.4** - The student will respond appropriately to others' attempts to interact with him/her.
- **N-CC.ii.B1.1** - The student will refrain from bothering other students who are trying to work, listen, etc.
- **N-CC.ii.B1.2** - The student will stay on task.
- **N-CC.ii.B2.1** - The student will increase his/her attendance at school.
- **N-CC.ii.B2.2** - The student will increase his/her attendance in class.
- **N-CC.ii.B2.3** - The student will increase his/her punctuality.
- **N-CC.ii.B3.1** - The student will remain on task.
- **N-CC.ii.B6.1** - The student will deal with reality without relying on imaginary or fantasy situations as a means of escape.
- **N-CC.ii.B6.2** - The student will refer only to actual experiences.
- **N-CC.ii.B6.3** - The student will be in touch with the reality of his/her environment.
- **N-CC.ii.B12.1** - The student will refrain from making sexually-related comments.
- **N-CC.ii.B12.2** - The student will refrain from engaging in behaviors with sexual overtones.

- **N-CC.ii.B16.1** - The student will behave in a manner appropriate for the situation.
- **N-CC.ii.B20.1** - The student will take responsibility for his/her mistakes.
- **N-CC.ii.B22.1** - The student will follow directives from teachers.
- **N-CC.ii.B22.2** - The student will follow the rules of the classroom.
- **N-CC.ii.B23.1** - The student will relate information in an accurate manner.
- **N-CC.ii.B23.2** - The student will accept responsibility for his/her behavior.
- **N-CC.ii.B23.3** - The student will tell the truth.
- **N-CC.ii.B25.1** - The student will communicate with others in an acceptable manner in the classroom.
- **N-CC.ii.B25.2** - The student will work quietly in the classroom.
- **N-CC.ii.B27.1** - The student will consider consequences of his/her behavior.
- **N-CC.ii.B27.2** - The student will demonstrate consideration of consequences of his/her behavior.
- **N-CC.ii.B29.1** - The student will demonstrate self-control while in structured (unstructured) activities.
- **N-CC.ii.B31.1** - The student will demonstrate the ability to delay rewards/reinforcement.
- **N-CC.ii.B38.1** - The student will adapt to changes in an established routine.
- **N-CC.ii.B38.2** - The student will demonstrate appropriate behavior when an established routine is temporarily altered.
- **N-CC.ii.B41.1** - The student will demonstrate responsible behavior by being prepared for class.
- **N-CC.ii.B41.2** - The student will care for school-related materials in a responsible manner.
- **N-CC.ii.B44.1** - The student will respond appropriately when he/she receives a suggestion.
- **N-CC.ii.B44.2** - The student will respond appropriately when he/she receives a constructive criticism.
- **N-CC.ii.B46.1** - The student will handle anger, frustration, disappointment, anxiety, etc., in an appropriate manner.
- **N-CC.ii.B46.2** - The student will demonstrate self-control.
- **N-CC.ii.B52.1** - The student will complete classroom assignments during class time.
- **N-CC.ii.B52.2** - The student will turn in homework assignments.
- **N-CC.ii.B52.3** - The student will initiate classroom assignments during class time and finish before start of next class.
- **N-CC.ii.B56.1** - The student will successfully transition from one activity to another.
- **N-CC.ii.B56.2** - The student will demonstrate flexibility in his/her behavior.
- **N-CC.ii.B57.1** - The student will smile when appropriate.
- **N-CC.ii.B57.2** - The student will laugh when appropriate.
- **N-CC.ii.B57.3** - The student will demonstrate happiness when appropriate.
- **N-CC.ii.B57.4** - The student will demonstrate unhappiness when appropriate.
- **N-CC.ii.B61.1** - The student will not take things that belong to others.
- **N-CC.ii.B67.1** - The student will care for school property in a responsible manner.
- **N-CC.ii.B67.2** - The student will take proper care of other student's property.
- **N-CC.ii.B7.3** - The student will care for other students' property in a responsible manner.
- **N-CC.ii.B68.1** - The student will communicate to others in an acceptable manner in the classroom.
- **N-CC.ii.B68.2** - The student will talk quietly in the classroom.
- **N-CC.ii.B71.1** - The student will use appropriate language.
- **N-CC.ii.B72.1** - The student will attempt new assignments.
- **N-CC.ii.B72.2** - The student will attempt new tasks.
- **N-CC.iii.B9.1** - The student will demonstrate behavior appropriate to the situation.
- **N-CC.iii.B10.1** - The student will not demonstrate self-destructive behaviors.
- **N-CC.iii.B14.1** - The student will demonstrate interest by participating in classroom activities.
- **N-CC.iii.B33.1** - The student will alter his/her negative perception of school related activities. The student will demonstrate a positive response to school related activities.
- **N-CC.iii.B34.1** - The student will demonstrate realistic, objective self-appraisal.
- **N-CC.iii.B43.1** - The student will participate in classroom activities.
- **N-CC.iii.B43.2** - The student is prepared for class by assuming a learners position (e.g., feet on floor, focused on the teacher with eye contact).
- **N-CC.iii.B63.1** - The student will indicate unhappiness with acceptable verbal expressions.
- **N-CC.iii.B63.2** - The student will verbalize optimistic statements.
- **N-CC.iii.B63.3** - The student will verbalize an accurate perception of school-related experiences.
- **N-CC.iii.B66.1** - The student will participate in classroom activities or special events.
- **N-CC.iv.B45.1** - The student will maintain self-control in activities.

- **N-CC.iv.B45.2** - The student will not engage in nervous or obsessive behaviors.
- **N-CC.iv.B55.1** - The student will complain of physical discomfort only when legitimate physical discomfort exists.
- **N-CC.iv.B54.1** - The student will demonstrate self-control in stimulating/stressful situations.
- **N-CC.iv.B54.2** - The student will self-regulate compulsive behaviors.
- **N-CC.iv.B74.1** - The student will demonstrate self-control in stimulating situations.
- **N-CC.iv.B74.2** - The student will control his/her physical response to _____ out of _____ stimulating situations.

Non-Curricular Curriculum Goals for Study Skills Ungraded

- **N-CC._11** - The student will come to class with necessary materials.
- **N-CC._12** - The student will follow directions, rules and procedures within class/school.
- **N-CC._2** - The student will ask for explanations or directions.
- **N-CC._13** - The student will stay on task for the duration of the assignment/task.
- **N-CC._14** - The student use reference materials/resources to locate specific information needed to complete a task.
- **N-CC._15** - The student will identify/apply specific strategies for completing a task.
- **N-CC._16** - The student will identify/use a variety of note taking techniques.
- **N-CC._17** - The student will identify/demonstrate the use of the library/resource center.
- **N-CC._18** - The student will evaluate the quality of their own work by comparing work with model /proofread and make corrections.
- **N-CC._19** - The student will develop/demonstrate vocabulary necessary to advocate for self.
- **N-CC._20** - The student will define/demonstrate skills to advocate for self.
- **N-CC._21** - The student will verbally share ideas and suggestions with peers/adults.
- **N-CC._22** - The student will identify training requirements for a specific career.
- **N-CC._23** - The student will use job related tools, materials and equipment.
- **N-CC._24** - The student will develop/demonstrate completion of job applications, resume writing/telephone skills/grooming and hygiene skills.
- **N-CC._25** - The student will demonstrate personal responsibility (ie: punctuality/attendance/grooming/etc)
- **N-CC._4** - The student will accept criticism and redirection.
- **N-CC._26** - The student will identify/demonstrate differences between acceptable and unacceptable work performance.
- **N-CC._27** - The student will use public transportation.
- **N-CC.** - The student will perform applications of money management: checking account/savings account/budget.
- **N-CC._28** - The student will demonstrate how to interact appropriately in a variety of social and work settings.
- **N-CC._29** - The student will follow directions, rule and procedures in a variety of settings.
- **N-CC._30** - The student will respect property, rights and physical safety of others.
- **N-CC._31** - The student will interact without conflict/disruption during structured situations.
- **N-CC._32** - The student will interact without conflict/disruption during unstructured situations.
- **N-CC._33** - The student will express angry feelings to adults in a non-destructive/non-abusive manner.
- **N-CC._122** - The student will identify/discuss ways to change own behavior.
- **N-CC._34** - The student will engage in appropriate leisure and recreational activities.
- **N-CC._35** - The student will demonstrate ability to work independently.
- **N-CC._36** - The student will demonstrate appropriate interactions on the job with supervisor and co-workers.

Non-Curricular Curriculum Hearing Impairment Ungraded

- **N-CC._37** - The student will maximize his/her residual hearing by independently wearing and maintaining hearing aid(s) daily, except when medically unable.
- **N-CC._38** - The student will maximize his/her residual hearing by independently utilizing and maintaining his/her FM system daily, except when medically unable.
- **N-CC._39** - When told a story without visual cues, the student will retell the story, including ____ out of ____ number of critical details.
- **N-CC._40** - The student will increase his/her receptive vocabulary age-equivalency by ____ months, as measured by _____, in one school year.
- **N-CC._41** - The student will increase his/her expressive vocabulary age-equivalency by _____ months, as measured by _____, in one school year.
- **N-CC._42** - The student will utilize available resources to take responsibility for his/her own success, by earning a C grade or better in core academic classes.
- **N-CC._43** - Given a letter name auditorally and/or in sign, the student will identify the corresponding symbol in print (all 26 letters, upper- and lower-case).
- **N-CC._44** - Given a letter name auditorally and/or in sign, the student will write the graphic symbol that corresponds to that sound.
- **N-CC._45** - First identify the letter, then write the letter, then phonemic awareness.

Non-Curricular Curriculum Occupational Therapy Ungraded

- **N-CC._46** - Develop basic arm and hand movements.
- **N-CC._47** - Learns perceptual motor skills.
- **N-CC._48** - Improves use of school related hand tools.
- **N-CC._49** - Learns pre-writing and early handwriting skills.

- **N-CC._50** - Learns pre-ambulatory motor skills.
- **N-CC._51** - Learns ambulatory motor skills.
- **N-CC._52** - Develop sufficient muscle strength for physical participation in the school setting.
- **N-CC._53** - Develop balance/coordination for physical participation with school activities.
- **N-CC._54** - Improve gait pattern for safe mobility within school environment.
- **N-CC._55** - Tolerate positions for student participation.
- **N-CC._56** - Be able to access physical environment for participation in school environment.
- **N-CC._57** - Demonstrate motor planning skills for appropriate physical participation in the school environment.
- **N-CC._58** - Continue to perform previously mastered skills in school environment.

Non-Curricular Curriculum VI Goals Ungraded

- **N-CC._59** - To develop skills necessary for nondrivers to access their community.
- **N-CC._60** - To develop skills related to career and technical for children with visual impairments.
- **N-CC._61** - To read/write and comprehend Braille letters and configurations.
- **N-CC._62** - To read/write using appropriate Braille rules and formatting.
- **N-CC._63** - To independently use slate with stylus to write Braille letters and configurations and read what was written.
- **N-CC._64** - To read/write alternate Braille codes needed for classroom use.
- **N-CC._65** - To interpret/display information from globes, maps atlases, models, graphs, and tactual diagrams.
- **N-CC._66** - To read/write Braille Nemeth Code for mathematical/science applications, applying appropriate rules for correct format.
- **N-CC._67** - To use an abacus to perform math computations with grade level math class.
- **N-CC._68** - To use an abacus to accurately perform the four basic math functions required to complete assignments.
- **N-CC._69** - To demonstrate basic concepts on the student's body.
- **N-CC._5** - To demonstrate basic concepts from the student's body to an object.
- **N-CC._70** - To demonstrate basic concepts between two objects.
- **N-CC._71** - To demonstrate the recognition of the size relationships.
- **N-CC._72** - To demonstrate a recognition of basic shapes with objects and in two dimensions.
- **N-CC._1** - To demonstrate a recognition of textures
- **N-CC._73** - To demonstrate an understanding of numeric relationships.
- **N-CC._74** - To demonstrate a recognition of weight relationships.
- **N-CC._3** - To demonstrate an understanding of movement concepts.
- **N-CC._75** - To demonstrate an understanding time concepts.
- **N-CC._76** - To demonstrate an understanding of sound concepts.
- **N-CC._77** - To functionally use hands to gather information.
- **N-CC._78** - To be able to discriminate shapes, angles, and lines by their features.
- **N-CC._79** - To demonstrate tactual skills needed for reading Braille and raised lines.
- **N-CC._80** - To demonstrate the motoric skills for reading and writing Braille.
- **N-CC._81** - To demonstrate the tactile recognition of size and shape.
- **N-CC._82** - To recognize and interpret tactually solid embossed shapes.
- **N-CC._83** - To use a braillewriter or notetaker for simple exploration.
- **N-CC._6** - To understand concepts related to handling a Braille book.
- **N-CC._84** - To use correct finger position for accurate tracking Braille dot configuration.
- **N-CC._85** - To develop necessary listening skills for accessing curriculum materials.
- **N-CC._86** - To demonstrate organizational techniques that allow access to personal and classroom materials.
- **N-CC._87** - To demonstrate skills necessary to use a reader in the school setting.
- **N-CC._88** - To independently use a hand held aid for reading and gathering information visually.
- **N-CC._89** - To independently use a stand magnifier for reading and gathering information visually.
- **N-CC._90** - To use a telescopic distance aid to obtain visual information in the environment for travel/classroom tasks.
- **N-CC._7** - To independently use a video magnifier to read classroom materials.
- **N-CC._8** - To independently use a screen reader to access computer.
- **N-CC._9** - To use a device to listen to textbooks on CD.
- **N-CC._10** - To independently access computer to complete school assignments.
- **N-CC._91** - To use touch typing to type letters/words and tactually locate other keys on computer keyboard.
- **N-CC._92** - To use keyboard commands necessary for needed applications.
- **N-CC._93** - To use word processing software to complete written assignments.
- **N-CC._94** - To use the internet to complete school assignments.
- **N-CC._95** - To identify the parts and functions of an electronic notetaking device.
- **N-CC._96** - To access the options menu and use navigation commands of an electronic notetaker.
- **N-CC._97** - To use a word processor to create, proofread, edit and print a document.
- **N-CC._98** - To use an electronic planner to enter and complete school assignments on time.
- **N-CC._99** - To independently access the address file and enter data in an electronic notetaker.

- **N-CC._100** - To independently apply problem-solving skills to technology situations.
- **N-CC._101** - To independently use an electronic, speaking dictionary.
- **N-CC._102** - To independently use visual functioning/strategies/devices to complete school tasks.
- **N-CC._103** - To use disability related techniques to acquire age appropriate independent living skills.
- **N-CC._104** - To write signature in cursive.
- **N-CC._105** - To use a slate and stylus for Braille writing.
- **N-CC._106** - To develop skills and concepts for pre-cane techniques.
- **N-CC._107** - To demonstrate correct use of sighted guide.
- **N-CC._108** - To demonstrate protective techniques.
- **N-CC._109** - To develop long cane techniques.
- **N-CC._110** - To demonstrate visual efficiency techniques for travel.
- **N-CC._111** - To demonstrate skills in residential travel and street crossings.
- **N-CC._112** - To demonstrate skills in business travel.
- **N-CC._113** - To demonstrate skills to independently use a variety of public transportation.
- **N-CC._114** - To use social techniques appropriate for age and social situation.
- **N-CC._115** - To identify and demonstrate a variety of ways to courteous to others.
- **N-CC._116** - To demonstrate confidence in own decisions, values and beliefs.
- **N-CC._117** - To describe and demonstrate how to offer attention and support to a person who is emotionally upset.
- **N-CC._118** - To discuss the concept of "networking," and demonstrate an understanding of its value.
- **N-CC._119** - Demonstrates age-appropriate behavior at social gatherings.
- **N-CC._120** - Demonstrates ability to be confident/assertive without being aggressive in communication.
- **N-CC._121** - Assumes responsibility for obtaining her own supplies, readers, books and other services or materials for classes.