

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
00035	School Psychologist	K-12	School psychologists have specialized training in both psychology and education. Services are provided through consultation, individual and group assessments, and direct services. Training emphasizes preparation in mental health, child development, learning, behavior, and motivation. To work as a school psychologist in ND, one must be licensed by the Education Standards and Practices Board (ESPB).		License Code: 50080-School Psychologist (masters) ◆ K-12
00036	ID Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19006-Developmental Disabilities Restricted ◆ K-12 OR 50915-Elementary Restricted Special Education ◆ 1-6, K-6, 1-8 or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8 or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12
00037	SLD Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12

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00038	ED Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12
00039	Visually Impaired Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19945-Visually Impaired Consultant ◆ K-12
00041	Hearing Impaired Consultant K-12	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19920-Hearing Impaired Restricted ◆ K-12

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00042	Early Childhood Special Education Consultant	B-3	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19937-Early Childhood Special Education Restricted ◆ B-3 OR 19037-Early Childhood Special Education ◆ B-3
00088	Co-Teaching	K-12	Special Educators who do not directly instruct students in any core academic subjects or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations do not need to demonstrate subject-matter competency in those subjects. These special educators could also assist students with study skills or organizational skills and reinforce instruction that the child has already received from a highly qualified teacher in that core academic subject.		License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12

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00089	Day Treatment Program	K -12	<ol style="list-style-type: none"> 1. Day Treatment programs shall follow state standards as defined by the Children's Services Coordinating Committee State Advisory Group on Day Treatment Services for program components and admission criteria. 2. The program must be identifiable as Day Treatment services and not components of regular education or other special education programs. 3. The program is designed to serve youth who are identified as at-risk of out-of-home placement because they are unable to function in the school or home community. These youth are identified by one of the following: 1) Schools; 2) Division of Juvenile Services; 3) Courts (juvenile); or 4) County or Regional Social Services Provider. The program is family-centered in its approach and is integrated into existing school or other social service programs. 4. Programs must meet service population criteria as adopted by local and state advisory boards. Develop criteria which consider diagnosis, history of interventions, documentation of duration and interference with school and social functioning. 5. Students are either male or female between the ages of 13 to 17 ½. 6. Each program shall be staffed by the core team, which functions as an integrated treatment team. The core team is made up of the following personnel: <ul style="list-style-type: none"> ◆ Teacher: Certified in secondary or middle school subject areas of social studies, math, English, science, and remedial reading (optional). Requires a special education credential in either Specific Learning Disabilities or Serious Emotional Disturbance. ◆ Social Worker: Licensed according to state requirements for professional degree. ◆ Paraprofessional: Able to do individual tutoring; and experience in or A. A. degree in Human Services or education background. 		<p>License Code:</p> <p>19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8</p> <p>OR</p> <p>19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12</p> <p>OR</p> <p>19740-Restricted Emotionally Disturbed ◆ K-12</p> <p>OR</p> <p>19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8</p> <p>OR</p> <p>19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12</p> <p>OR</p> <p>19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p> <p>OR</p> <p>19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12</p> <p>OR</p> <p>19094-Resource Room ◆ K-12</p>

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00094	Special Education Resource Room	K-12	This letter of approval (LOA) is issued by DPI and allows a teacher who holds a credential in one area of special education (SLD or MR only) to teach in a second area (SLD or MR). If a greater number of students from one area of exceptionality than the other are enrolled (for example, SLD students), the teacher must hold the credential (SLD) in the area of exceptionality. The resource room teacher should not have more than six students in the special classroom at any one time and must have time for consultation with general education teachers.		License Code: 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8
SPECIAL EDUCATION PROGRAMMING FOR STUDENT WITH DISABILITIES AND GIFTED/TALENTED STUDENTS					
19101	Programming for Students with Intellectual Disability	K-12	<ol style="list-style-type: none"> Keep the curriculum as close to areas of general education curriculum as is feasible, particularly for students with mild to moderate disabilities. If they can manage the work in general education classrooms with supplementary help, this arrangement should be implemented. A guide available from the Department of Public Instruction outlines a system for designing appropriate functional curriculum for students with moderate to severe disabilities in special classes, integrated programs, and resource rooms. 		License Code: 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12

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19110	Programs for Students with Specific Learning Disabilities	K-12	<ol style="list-style-type: none"> 1. Diagnosis of the nature and extent of the learning disabilities; programming, services, and follow-through with special and general education teachers. 2. Involve students in all content areas of the general education curriculum switching to the most appropriate learning channel where learning problems interfere with normal class activities. 3. Supplement regular instruction using para-educators, tutors, audiovisual equipment, etc., under supervision of SLD teachers. 		License Code: 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12
19150	Early Childhood Special Education for Children with Disabilities	PK	<ol style="list-style-type: none"> 1. Children enrolled in these programs must have a disability. 2. Curriculum will be based on the individualized education program plan prepared for each child to enhance development of motor, social, and academic performance. 		License Code: 19037-Early Childhood Special Education ♦ B-3 OR 50937-Early Childhood Restricted Special Education ♦ B-3
19201	Programs for Students with Emotional Disturbance	K-12	<ol style="list-style-type: none"> 1. Diagnosis of the nature of the emotional disturbance; programming, services, and follow-through with educational recommendations to general education and special teachers. 2. Involve students in all content areas of the general education curriculum where they can achieve and manage themselves constructively. 3. Supplement regular instruction with additional materials and audiovisual equipment under supervision of special education personnel. 4. Follow closely the recommendations of other professional team members involved in diagnosis and services. 		License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12

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19212	Programs for Students with Speech/Language Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis and remediation of speech/language impairments under direction of speech/language pathologists. 2. Include students in all curriculum areas in the general education classroom modifying only where severe speech/language impairments may reveal need for supplementary instruction. 3. Coordinate efforts of speech/language pathologist and the classroom teachers. 		License Code: 19007-Speech Language Pathology ♦ K-12 OR 19010-Speech Pathology & Audiology (masters) ♦ K-12
19223	Programs for Students with Hearing Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis of major problem with recommendations from medical doctors relative to use of hearing amplification. 2. Curriculum content should parallel general education curriculum with appropriate modifications. 3. Supplementary instruction to help with the acquisition of language and speech. 4. Programs for students with hearing impairments should be under the direction of appropriate special education personnel. 		License Code: 19020-Deaf Education ♦ K-12 OR 19012-Audiology (masters) ♦ K-12
19244	Visual Impairment Expanded Core Curriculum Skills II	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the students ability to explore techniques and give concentrated instruction to promote independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be explored with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	¼, ½, 1, or 2	License Code: 19045–Visually Impaired ♦ K-12 For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.

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19245	Programs for Students with Visual Impairments	K-12	<ol style="list-style-type: none"> 1. Diagnosis and report of visual impairments with diagnosis from a medical doctor 2. Include all curriculum areas in the student's daily program using large print texts or braille, magnifiers, tape recorders, etc., to bring to the student the content and information. 3. Use supplementary instruction in resource room for students with visual impairments. Teachers of students with visual impairments should help the classroom teachers and students with materials and equipment used in the general education classroom. 4. Provision of the Expanded Core Curriculum. 		License Code: 19045–Visually Impaired ◆ K-12
19246	Visual Impairment-Expanded Core Curriculum Skills I	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed to introduce techniques and give concentrated instruction to initiate independence in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be introduced to students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	¼, ½, 1, or 2	License Code: 19045–Visually Impaired ◆ K-12 For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.

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19247	Visual Impairment Expanded Core Curriculum Skills III	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to assist students in analyzing techniques and to further independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be practiced and applied with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to promote self determination.</p>	¼, ½, 1, or 2	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19248	Visual Impairment Expanded Core Curriculum Skills IV	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to implement previously learned techniques and consistently demonstrate independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/ listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be maintained and/or extended with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self determination.</p>	¼, ½, 1, or 2	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19249	Visual Impairment Expanded Core Curriculum Skills V	9-12	<p>Expanded Core Curriculum Skills course addresses the unique, specialized needs of visually impaired learners. This course is designed for teachers to give concentrated instruction to support the student's ability to maintain and enhance previously learned techniques and demonstrate independence in multiple environments in the following areas: Communication Modes –(includes building literacy through use of Braille, large print, print with the use of optical devices and comprehension/listening skills through recorded materials); Braille Music, *Orientation & Mobility; Social Interaction Skills; Independent Living Skills; Career Education; Use of Assistive Technology; Visual Efficiency Skills; Recreation and Leisure Skills; and Self Determination Skills.</p> <p>Competencies in expanded core curriculum areas will be maintained with students through hands on experiences utilizing low vision and non visual techniques; applications with assistive technology devices compatible with Braille/print and screen reader software; job shadowing and occupational interest inventories, concentrated instruction in the Braille code, accessing low vision optical aids, discussion groups with peers who also have a visual impairment, and opportunities to be mentored and challenged to grow as individuals to enhance self determination.</p>	¼, ½, 1, or 2	<p>License Code: 19045–Visually Impaired ◆ K-12</p> <p>For *Orientation and Mobility instruction, licensed teacher must have additional course work specific to Orientation and Mobility.</p>

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19250	Programs for Students with Other Health Impairments	K-12	1. Students who have acute or chronic health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia, that adversely affects the child's educational performance, may not be able to carry a full academic load. The curriculum should still parallel the general education curriculum and have the goal of returning the student to the regular program as soon as possible.		License Code: 19640--Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12

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19255	Autism	K-12	1. Curriculum should be based on the student's individual characteristics (strengths and needs). 2. Areas of consideration in program planning for a child with autism are: social skills enhancement, expressive verbal and receptive language, functional communication system, fine and gross motor skills, sensory needs, and independent organizational skills.		License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12

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19260	Traumatic Brain Injury	K-12	<ol style="list-style-type: none"> 1. Students with an acquired injury to the brain, caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both) may not be able to follow the general curriculum without modifications or accommodations. 2. Curriculum should be based on the individualized educational plan designed after the team has considered neurological assessments and the student learning profile. 		License Code: 19640–Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12

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19301	Programs for Students with Physical Disabilities	K-12	<ol style="list-style-type: none"> 1. Curriculum will involve: <ol style="list-style-type: none"> a. Skills of daily living (dressing, eating, toileting, etc.) b. Basic reading skills (for protection and safety) c. Basic math skills d. Basic speech and language e. Self care and independence 2. The program for students with a severe physical disability may be in a separate classroom, home instruction or a combination of these under a specially prepared teacher. Students with mild to moderate physical disabilities will be placed in the general education classroom with physical modifications as needed, such as specially adjusted chairs, tables, etc. 		License Code: 19640–Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12 OR 19065-Physical & Health Disabilities ♦ K-12
19601	Levels of Services (Gifted/Talented Services)	K-12	<ol style="list-style-type: none"> 1. Needs of the students should determine the types and levels of services to be provided. 2. Services provided should be planned by teachers trained in providing levels of service programming in collaboration with classroom teachers and administrators. <p><i>Note: State Guidelines are available from the Department of Public Instruction.</i></p>		License Code: 19060–Gifted Education ♦ K-12

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19710	Secondary Transition for Ages 18-21	Ages 18-21	Course Code 19710 is individualized transition skill programming for students (ages 18-21) who have completed and earned four years of credit for the grades 9-12. This course is functional skills training based on the unique needs of the student as identified in the Individual IEP Transition Plan and related to their postsecondary goals. The training may occur in any combination of the following sites: in the classroom, in the community, and on the job.		License Code: 19525–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19505–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19555–Strategist ◆ 5-8, 7-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12
FUNCTIONAL AND COMMUNITY-BASED COURSES FOR STUDENTS WITH UNIQUE LEARNING NEEDS					
19820	Applied Topics in English/Language I	9-12	<p>An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	License Code: 19525–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19505–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19555–Strategist ◆ 5-8, 7-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19821	Applied Topics in English/Language II ◆ Prerequisite: 1 credit in Applied Topics in English/Language I	9-12	<p>Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	<p>License Code: 19525–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19505–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19555–Strategist ◆ 5-8, 7-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12</p>
19822	Applied Topics in English/Language III ◆ Prerequisite: 1 credit in Applied Topics in English/Language II	9-12	<p>The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	<p>License Code: 19525–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19505–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19555–Strategist ◆ 5-8, 7-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12</p>

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19845	Applied Topics in English/Language IV ◆ Prerequisite: 1 credit in Applied Topics in English/Language III	9-12	The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations. Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.	¼, ½, or 1	License Code: 19525–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19505–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19555–Strategist ◆ 5-8, 7-12, or 9-12 OR 19540–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12
19846	Applied Topics in English/Language V ◆ Prerequisite: 1 credit in Applied Topics in English/Language IV	9-12	Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.	¼, ½, or 1	
19832	Applied Topics in Math I	9-12	An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	
19833	Applied Topics in Math II ◆ Prerequisite: 1/2 credit of AT Math I	9-12	Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	License Code: 19140–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12 OR 19125–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19105–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19155–Strategist ◆ 5-8, 7-12, or 9-12

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19834	Applied Topics in Math III ◆ Prerequisite: 1/2 credit of AT Math II	9-12	Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	License Code: 19140–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12 OR 19125–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19105–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19155–Strategist ◆ 5-8, 7-12, or 9-12
19831	Applied Topics in Math IV ◆ Prerequisite: 1/2 credit of AT Math III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	
19835	Applied Topics in Math V ◆ Prerequisite: 1/2 credit of AT Math IV	9-12	Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19840	Applied Topics in Social Studies I	9-12	<p>An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.</p>	¼, ½, or 1	
19841	Applied Topics in Social Studies II ♦ Prerequisite: 1/2 credit of AT Social Studies I	9-12	<p>Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.</p>	¼, ½, or 1	License Code: 19240–Emotionally Disturbed ♦ 5-8, 7-12, or 9-12 OR 19225–Learning Disabilities ♦ 5-8, 7-12, or 9-12 OR 19205–Developmental Disabilities ♦ 5-8, 7-12, or 9-12 OR 19255–Strategist ♦ 5-8, 7-12, or 9-12
19842	Applied Topics in Social Studies III ♦ Prerequisite: 1/2 credit of AT Social Studies II	9-12	<p>Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.</p> <p>To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.</p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19839	Applied Topics in Social Studies IV ◆ Prerequisite: 1/2 credit of AT Social Studies III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To demonstrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.	¼, ½, or 1	License Code: 19240–Emotionally Disturbed ◆ 5-8, 7-12, or 9-12 OR 19225–Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19205–Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19255–Strategist ◆ 5-8, 7-12, or 9-12
19843	Applied Topics in Social Studies V ◆ Prerequisite: 1/2 credit of AT Social Studies IV	9-12	Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate understanding of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit appropriate behavior in public places.	¼, ½, or 1	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19812	Applied Topics in Occupational Education I	9-12	An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment; knowledge and exploration of occupational choices; and identifying specific occupational skills.	¼, ½, or 1	License Code: 19640–Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440–Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625–Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425–Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605–Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405–Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655–Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19255–Strategist ♦ 5-8, 7-12, or 9-12 OR 19455–Strategist ♦ 5-8, 7-12, 9-12, or K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19813	Applied Topics in Occupational Education II ◆ Prerequisite: 1/2 credit in AT Occupational Ed. I	9-12	Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.	¼, ½, or 1	License Code: 19640–Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440–Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12
19814	Applied Topics in Occupational Education III ◆ Prerequisite: 1/2 credit in AT Occupational Ed. II	9-12	Application of (semi) independence of, appropriate work habits and behaviors; seek/maintain employment; knowledge of occupational choices; and sustain specific occupational skills.	¼, ½, or 1	OR 19625–Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425–Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12
19811	Applied Topics in Occupational Education IV ◆ Prerequisite: 1/2 credit in AT Occupational Ed. III	9-12	Expanded student studies and/or increased independence in the demonstration and application of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.	¼, ½, or 1	OR 19605–Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405–Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12
19815	Applied Topics in Occupational Education V ◆ Prerequisite: 1/2 credit in AT Occupational Ed. IV	9-12	Application and/or maintenance of (semi) independence appropriate work habits and behaviors; maintain employment; knowledge of occupational choices; and sustain specific occupational skills.	¼, ½, or 1	OR 19655–Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455–Strategist ◆ 5-8, 7-12, 9-12, or K-12

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19816	Applied Topics in Accessing the Community I	9-12	An introductory course designed to teach awareness or semi-independence in accessing community environments. Students will receive instruction in identified areas such as: traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1	License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8
19817	Applied Topics in Accessing the Community II ◆ Prerequisite: ½ credit in AT Accessing the Community I	9-12	Expanded student studies/practice designed to increase semi-independence or independence in accessing community environments. Students will receive instruction in and demonstrate knowledge of identified areas such as: : traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1	OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12
19818	Applied Topics in Accessing the Community III ◆ Prerequisite: ½ credit in AT Accessing the Community II	9-12	Demonstration or maintenance of (semi) independence in accessing community environments. Students will demonstrate proficiency in identified areas such as: : traffic rules and safety, utilizing public transportation, mobility training for individuals with limited vision, functional recognition of words and international symbols used for services and facilities in community settings, learning to use powered mobility devices.	¼, ½, or 1	OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19824	Applied Topics in Health I	9-12	<p>An introductory course designed to teach life skills in the health domain impacting daily living skills (caring for personal needs). Students will receive instruction in dressing appropriately; practicing personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.</p> <p>To develop competencies in personal-social skills (achieving self-awareness) students will become aware of physical and psychological needs; identify interests, abilities and emotions; and develop knowledge of physical self.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12</p>
19825	Applied Topics in Health II ◆ Prerequisite: 1/2 credit of AT Health I	9-12	<p>Expanded student studies and/or increased independence in the demonstration of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of common illnesses; and prevention and treatment of common illnesses.</p> <p>To demonstrate competencies in personal-social skills (achieving self-awareness) students will learn to identify physical and psychological needs; identify interests, abilities and emotions; and demonstrate knowledge of physical self.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12</p>
19826	Applied Topics in Health III ◆ Prerequisite: 1/2 credit of AT Health II	9-12	<p>Application of (semi) independence of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses.</p> <p>To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12</p>

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19823	Applied Topics in Health IV ◆ Prerequisite: 1/2 credit of AT Health III	9-12	Expanded student studies and/or increased independence in demonstration and application of daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will demonstrate knowledge and independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.	¼, ½, or 1	License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ◆ 5-8, 7-12, 9-12, or K-12
19827	Applied Topics in Health V ◆ Prerequisite: 1/2 credit of AT Health IV	9-12	Application and maintenance of (semi) independence in daily living skills (caring for personal needs). Students will dress appropriately; practice personal safety, proper grooming and hygiene; knowledge of and reaction to common illnesses; and prevention and treatment of common illnesses. To demonstrate increased competencies in personal-social skills (achieving self-awareness) students will maintain independence of physical and psychological needs; identify personal interests, abilities and emotions; and demonstrate knowledge of physical self.	¼, ½, or 1	

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19828	Applied Topics in Daily Living I	9-12	An introductory course designed to teach life skills impacting daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.	¼, ½, or 1	License Code: 19640–Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8
19829	Applied Topics in Daily Living II ◆ Prerequisite: 1/2 credit of AT Daily Living I	9-12	Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.	¼, ½, or 1	OR 19440–Emotionally Disturbed ◆ 5-8, 7-12, 9-12, or K-12 OR 19625–Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19425–Learning Disabilities ◆ 5-8, 7-12, 9-12, or K-12
19830	Applied Topics in Daily Living III ◆ Prerequisite: 1/2 credit of AT Daily Living II	9-12	Application of community-based competencies in daily living and personal-social skills. Students will apply knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; apply self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	¼, ½, or 1	OR 19605–Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19405–Developmental Disabilities ◆ 5-8, 7-12, 9-12, or K-12
19847	Applied Topics in Daily Living IV ◆ Prerequisite: 1/2 credit of AT Daily Living III	9-12	Expanded student studies and/or increased independence in the demonstration and application of community-based competencies in daily living and personal-social skills. Students will demonstrate knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	¼, ½, or 1	OR 19655–Strategist ◆ 1-6, K-6, 1-8, or K-8 OR 19455–Strategist ◆ 5-8, 7-12, 9-12, or K-12

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High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19848	Applied Topics in Daily Living V ♦ Prerequisite: 1/2 credit of AT Daily Living IV	9-12	Application and maintenance of (semi) independence of community-based competencies in daily living and personal-social skills. Students will demonstrate, to their level of independence, knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate/practice self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.	¼, ½, or 1	License Code: 19640–Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440–Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12 OR 19625–Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425–Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605–Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405–Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19655–Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455–Strategist ♦ 5-8, 7-12, 9-12, or K-12

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19836	Applied Topics in Recreation/Leisure I	9-12	An introductory course designed to teach daily living skills (utilizing recreational facilities and engaging in leisure). Students will receive instruction in the value of recreation; available community resources for lifelong leisure and recreation activities; choose appropriate individual and group leisure activities. To introduce competencies in personal-social skills (maintaining good interpersonal skills) students will receive instruction to demonstrate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish close relationships and friendships.	¼, ½, or 1	License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19440-Emotionally Disturbed ♦ 5-8, 7-12, 9-12, or K-12
19837	Applied Topics in Recreation/Leisure II ♦ Prerequisite: 1/2 credit of AT Physical Education I	9-12	Expanded student studies and/or increased independence of community participation in daily living skills (utilizing recreational facilities and engaging in leisure). Students will demonstrate the value of recreation; available community resources for lifelong leisure and recreation activities; choose and plan appropriate individual and group leisure activities, plan vacation time. To develop competencies in personal-social skills (maintaining good interpersonal skills) students will exhibit appropriate listening and responding skills; demonstrate appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.	¼, ½, or 1	OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19425-Learning Disabilities ♦ 5-8, 7-12, 9-12, or K-12 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19405-Developmental Disabilities ♦ 5-8, 7-12, 9-12, or K-12
19838	Applied Topics in Recreation/Leisure III ♦ Prerequisite: 1/2 credit of AT Physical Education II	9-12	Illustration and/or maintenance of (semi) independence of community daily living skills (utilizing recreational facilities and engaging in leisure). Students will independently describe value of recreation; available community resources for lifelong leisure and recreation activities; choose, plan and initiate appropriate individual and group leisure activities, plan vacation time. To demonstrate independent proficiencies in personal-social skills (maintaining good interpersonal skills), students will demonstrate listening and responding skills; display appropriate behavior in public places; develop respect for the rights and properties of others; establish and maintain close relationships and friendships.	¼, ½, or 1	OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8 OR 19455-Strategist ♦ 5-8, 7-12, 9-12, or K-12

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19849	Applied Topics in Science I	9-12	<p>An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p> <p><u>To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</u></p>	¼, ½, or 1	<p>License Code: 19340-Emotionally Disturbed ♦ 5-8, 7-12, or 9-12 OR 19325-Learning Disabilities ♦ 5-8, 7-12, or 9-12 OR 19305-Developmental Disabilities ♦ 5-8, 7-12, or 9-12 OR 19355-Strategist ♦ 5-8, 7-12, or 9-12</p>
19850	Applied Topics in Science II	9-12	<p>Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.</p> <p>To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19851	Applied Topics in Science III ◆ Prerequisite: Applied Topics In Science II	9-12	The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	¼, ½, or 1	
19852	Applied Topics in Science IV ◆ Prerequisite: Applied Topics In Science III	9-12	The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	¼, ½, or 1	License Code: 19340-Emotionally Disturbed ◆ 5-8, 7-12, or 9-12 OR 19325-Learning Disabilities ◆ 5-8, 7-12, or 9-12 OR 19305-Developmental Disabilities ◆ 5-8, 7-12, or 9-12 OR 19355-Strategist 5-8, 7-12, or 9-12
19853	Applied Topics in Science V ◆ Prerequisite: Applied Topics In Science IV	9-12	Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	¼, ½, or 1	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19844	Alternative Language Systems	9-12	<p>Skills course for those students who are learning to use alternative language systems (e.g., sign language or augmentative communication systems) and are taught by an instructor with a background in deaf education or speech-language pathology.</p> <p>When students require specific training in the use of sign language to develop functional communication, consideration must be given to both receptive and expressive language. If the student has motor concerns that might limit expressive signing, the emphasis of instruction should focus on understanding signs. A functional sign language curriculum should target vocabulary and grammatical structures relevant to the unique needs of the student, e.g., family names, favorite activities, basic needs, emotions, how to ask questions, emergency and health terms, the student's natural environment, etc. Other students may require augmentative communication systems utilizing assistive technology. As with students using functional sign language, functional communication for these students should also focus on the unique needs of individuals. Students and their families are typically best able to identify the communication needs they have and therefore should be instrumental in prioritizing the language goals and objectives.</p>	¼, ½, or 1	<p>License Code: 19007-Speech Language Pathology ♦ K-12 OR 19010-Speech Pathology & Audiology (masters) ♦ K-12</p>

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
ALTERNATELY ASSESSED CORE FUNCTIONAL AND COMMUNITY-BASED COURSES FOR STUDENTS WITH UNIQUE LEARNING NEEDS					
19910	Alternate Assessed Core Topics in English/Language I	9-12	<p>An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p>
19911	Alternate Assessed Core Topics in English/Language II	9-12	<p>Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p>

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19912	Alternate Assessed Core Topics in English/Language III	9-12	<p>The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p>
19913	Alternate Assessed Core Topics in English/Language IV	9-12	<p>The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.</p> <p>Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.</p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19914	Alternate Assessed Core Topics in English/Language V	9-12	Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.	¼, ½, or 1	License Code: 19640–Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19625–Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19605–Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19655–Strategist ♦ 1-6, K-6, 1-8, or K-8
19920	Alternate Assessed Core Topics in Math I	9-12	An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	
19921	Alternate Assessed Core Topics in Math II	9-12	Expanded student studies and/or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	
19922	Alternate Assessed Core Topics in Math III	9-12	Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	
19923	Alternate Assessed Core Topics in Math IV	9-12	Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19924	Alternate Assessed Core Topics in Math V	9-12	Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.	¼, ½, or 1	License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8
19930	Alternate Assessed Core Topics in Science I	9-12	<p>An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p> <p><u>To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To introduce competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</u></p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19931	Alternate Assessed Core Topics in Science II	9-12	<p>Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.</p> <p>To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8</p>
19932	Alternate Assessed Core Topics in Science III	9-12	<p>The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p>	¼, ½, or 1	
19933	Alternate Assessed Core Topics in Science IV	9-12	<p>The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.</p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19934	Alternate Assessed Core Topics in Science V	9-12	Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.	¼, ½, or 1	
19940	Alternate Assessed Core Topics in Social Studies I	9-12	An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.	¼, ½, or 1	License Code: 19640-Emotionally Disturbed ♦ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ♦ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ♦ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ♦ 1-6, K-6, 1-8, or K-8
19941	Alternate Assessed Core Topics in Social Studies II	9-12	Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.	¼, ½, or 1	

**SPECIAL EDUCATION COURSE CODES
GRADES K-12**

High school (grades 9-12) courses in Special Education (Functional and Community Based) require 120 contact hours per credit.

Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19942	Alternate Assessed Core Topics in Social Studies III	9-12	<p>Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.</p> <p>To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p>
19943	Alternate Assessed Core Topics in Social Studies IV	9-12	<p>Expanded student studies and/or increased independence in the demonstration and application of community participation competencies in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend the nature of local, state and federal government; illustrate knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map.</p> <p>To demonstrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.</p>	¼, ½, or 1	

SPECIAL EDUCATION COURSE CODES GRADES K-12

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Course Code	Course Name	Grade Levels	Description	Accreditation Time/ Credit Options*	License/credential Required**
19944	Alternate Assessed Core Topics in Social Studies V	9-12	<p>Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.</p> <p>To maintain and increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate understanding of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit appropriate behavior in public places.</p>	¼, ½, or 1	<p>License Code: 19640-Emotionally Disturbed ◆ 1-6, K-6, 1-8, or K-8 OR 19625-Learning Disabilities ◆ 1-6, K-6, 1-8, or K-8 OR 19605-Developmental Disabilities/Elementary ◆ 1-6, K-6, 1-8, or K-8 OR 19655-Strategist ◆ 1-6, K-6, 1-8, or K-8</p>

* *High school curricular requirements are spelled out in NDCC 15.1-21-02. Accreditation Rules can be found at <http://www.state.nd.us/lr/information/acdata/pdf/67-19-01.pdf>. For accreditation, schools must provide additional units of credit based on school enrollment [see NDAC 67-19-01-32 (3)].*

** *Please refer to the second page of the teacher's North Dakota Educator's Professional license to verify which subject areas a teacher is qualified to teach. Licenses and endorsements are obtained on a teaching license from the Education Standards and Practices Board (ESPB). Credentials are obtained from the Department of Public Instruction (DPI) and are issued to individuals holding a current teaching license.*