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ABSTRACT

This document presents the full revised course descriptions for Florida exceptional student education in grades 9-12. Courses incorporate the Florida standards for a special diploma. Requirements include a list of related benchmarks from the state standards for each level of functioning: independent, supported, and participatory. Introductory material discusses changes in this revision, explains the sections of each course description, provides a chart for determining levels of functioning, and explains the new course performance objectives. Each course description includes a course header with the subject area, course name and number, changes, and credits; major concepts/content; any special notes such as legal requirements about the intended student population; and course requirements. Courses are grouped into categories: (1) academic subject areas (e.g., reading, life skills communication, mathematics, health and safety, social studies, and life management and transition); (2) supported level courses (academic, communications, personal, and leisure, and social skills for functional living); (3) special skills courses (preparation for post-school adult living, skills for students with specific disabilities, and learning strategies); (4) miscellaneous (physical education, driver education, visual and performing arts); (5) gifted (research methodology, externships); and (6) vocational education (exploratory, practical arts, business technology, industrial, and career preparation). (DB)

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FLORIDA COURSE DESCRIPTIONS

Exceptional Student Education Grades 9-12 *1999 Revisions*

Suggested Course Performance Objectives

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FLORIDA COURSE DESCRIPTIONS

**Exceptional Student Education
Grades 9-12**

1999 Revisions

Suggested Course Performance Objectives

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
1999

This product was developed by the Implementing Standards and Courses for Exceptional Student Education project, through the Center for Performance Technology, Florida State University, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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Course Descriptions

Exceptional Student Education Grades 9-12

Suggested Course Performance Objectives

Overview

Florida has had statewide course descriptions for Exceptional Student Education (ESE) since 1982-83. These descriptions were originally called curriculum frameworks and were developed for courses for Grades 6-12 and Adult Education Programs. The curriculum frameworks have been renamed "Florida Course Descriptions." Many changes have been made to the organization and content of these documents. The following provides a brief overview of those changes:

Courses incorporate the Sunshine State Standards for Special Diploma. The content and requirements of the courses have been revised. Most requirements include a list of related Benchmarks from the Sunshine Standards for Special Diploma. Each Standard has benchmarks that describe the expectations for each level of functioning: independent, supported, and participatory. For ease of reference, the benchmarks are coded using an identification system that mirrors the structure of the standards. Each domain, strand, standard, and benchmark has been assigned a unique identification code. See the following example.

| | |
|-------------|---|
| CL.B.3.In.2 | The student applies mathematical concepts and processes to solve problems. |
| Domain | CL Curriculum and Learning Environment |
| Strand | B Functional Academics |
| Standard | 3 The student identifies and applies mathematical concepts and processes to solve problems. |
| Level | In Independent |
| Benchmark | 2 The student applies mathematical concepts and processes to solve problems. |

Reduction in number of courses. Consistent with the efforts in the Department of Education to reduce the number of courses managed by the State, the Bureau of Instructional Support and Community Services has recommended that 89 ESE courses be deleted in the 1999-2000 school year. High school courses that duplicate requirements in comprehensive courses were deleted. A total of 84 courses for Grades 6-12 and Adult Education for Exceptional Student Education remain.

All ESE courses repeatable. All courses are described as multi-credit or repeatable courses. The specific requirements must be defined for each student on an individual basis each year the student is enrolled in the course.

Name changes. In keeping with the “student first” philosophy, the names of courses that reference specific exceptionalities have been revised to put the student first. For example, “Special Skills for Autistic Students” has been renamed “Special Skills for Students with Autism.”

Names of some other courses have been revised to better reflect the content of each course. A complete list of name changes is included in the *Florida Course Descriptions* Table of Contents.

New courses. Four courses for Grades 9-12 are new. They are:

Preparation for Adult Postschool Living

Career Preparation

Career Experiences

Career Placement

6-8 and 9-12 companion courses. Courses addressing similar content in Grades 6-8 and Grades 9-12 have been revised to be more consistent. For Special Skills Courses, requirements are identical for both levels. In other cases, the language used in the course requirements indicates a less complex type of knowledge for Grades 6-8. For example, the requirement for Grades 6-8 might be stated as “Demonstrate awareness...” while a similar requirement for Grades 9-12 might be stated as “Demonstrate knowledge” or “Demonstrate understanding.”

The Suggested Course Performance Objectives are similar for companion courses in both Grades 6-8 and 9-12. This overlap provides greater flexibility in the use of the courses to better meet individual needs of students. Within a Course Requirement, the objectives are generally listed from simple to complex or by specific categories to help identify scope and sequence.

Sections of a Course Description

Course Header—

provides the subject area, course name and number, including any changes, and information about credits.

Section A.

Major Concepts/Content— provides a statement of the purpose of the course and a list of the course topics or content. The requirement to integrate Sunshine State Standards and the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability, as appropriate for individual students in the course, is also noted here.

Section B.

Special Note—

provides specific information about a course, such as legal requirements, the intended student population, or suggested instructional activities.

Section C.

Course Requirements—

were formerly called "Course Outcomes." Beneath each requirement, the relevant Benchmarks from the Sunshine State Standards for Special Diploma are listed. Course requirements generally state that students will demonstrate understanding or apply skills and strategies. This wording does not limit the ways that students could indicate mastery of a particular requirement.

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| Florida Department of Education | |
|--|--------------------------------|
| COURSE DESCRIPTION - GRADES 9-12, ADULT | |
| Subject Area | Academics: Subject Areas |
| Course Number: | 7910110 |
| Course Title: | English: 9-12 |
| Previous Course Title: | Applied English: Comprehensive |
| Credit: | Multiple |
| <p>A. Major Concepts/Content. The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> - reading comprehension and vocabulary - listening and speaking skills - writing - language usage - literature - study skills - reference skills - applications in daily life - applications in the workplace <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> | |
| <p>B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.</p> <p>This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> | |
| <p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms). <ul style="list-style-type: none"> CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes. CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes. | |

Levels of Functioning. To maintain alignment with the Sunshine State Standards for Special Diploma, the three levels of functioning, *independent*, *supported*, and *participatory*, are used in the courses. In Section A. Major Content/Concepts, the purpose of the course may describe the specific level, for example, “...for students functioning at independent levels,” or indicate that the course requirements may be appropriate for students at diverse levels. The Benchmarks listed with the requirements indicate multiple levels as appropriate.

Section B of the Course Description includes a description of the three levels of functioning.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The courses are designed to accommodate the diverse needs of students with disabilities. More information about levels of functioning is included in the next section of this guide. In general, one or more levels of functioning are included in the course requirements and the correlated benchmarks for the Sunshine State Standards for Special Diploma. You may adapt requirements and objectives, if needed, to provide for students functioning at levels different from those designated in the courses.

On the following pages, a complete list of courses is provided with the level(s) of functioning indicated for each course.

Level(s) of Functioning in Courses

| | IND | SUP | PART |
|---|------------------------|-----|------|
| GRADES 6-8 | | | |
| ACADEMICS - GENERAL | | | |
| 7855010 Academics: 6-8 | ✓ | ✓ | |
| 7855030 Academic Skills: 6-8 | | ✓ | |
| 7855040 Advanced Academics: 6-8 | Does not apply | | |
| 7855050 Developmental Skills: 6-8 | | | ✓ |
| ACADEMICS - SUBJECT AREAS | | | |
| 7810010 Language Arts: 6-8 | ✓ | ✓ | |
| 7810020 Reading: 6-8 | ✓ | ✓ | |
| 7810030 Communications: 6-8 | ✓ | ✓ | ✓ |
| 7812010 Mathematics: 6-8 | ✓ | ✓ | |
| 7820010 Science: 6-8 | ✓ | ✓ | |
| 7820020 Health: 6-8 | ✓ | ✓ | |
| 7821010 Social Studies: 6-8 | ✓ | ✓ | |
| 7821030 Career Education: 6-8 | ✓ | ✓ | ✓ |
| 7880010 Exploratory Vocational: 6-8 | ✓ | ✓ | ✓ |
| SPECIAL SKILLS COURSES | | | |
| 7863000 Social Personal: 6-8 | ✓ | ✓ | ✓ |
| 7863010 Unique Skills: 6-8 | ✓ | ✓ | ✓ |
| 7863020 Speech and Auditory Training: 6-8 | Based on student's IEP | | |
| 7863060 Orientation and Mobility: 6-8 | ✓ | ✓ | ✓ |
| 7863080 Unique Skills Vision: 6-8 | ✓ | ✓ | ✓ |
| 7863090 Learning Strategies: 6-8 | ✓ | | |
| MISCELLANEOUS | | | |
| 7801010 Visual and Performing Arts: 6-8 | ✓ | ✓ | ✓ |
| 7813010 Music: 6-8 | ✓ | ✓ | ✓ |
| 7815010 Physical Education: 6-8 | ✓ | ✓ | ✓ |

| THERAPY | | IND | SUP | PART |
|-------------------------------------|---|------------------------|-----|------|
| 7866030 | Speech Therapy: 6-8 | Based on student's IEP | | |
| 7866040 | Language Therapy: 6-8 | Based on student's IEP | | |
| 7866050 | Occupational Therapy: 6-8 | Based on student's IEP | | |
| 7866070 | Physical Therapy: 6-8 | Based on student's IEP | | |
| NON-CREDIT | | | | |
| 7800010 | Therapeutic Instructional Support: 6-8 | Does not apply | | |
| 7855020 | Hospital and Homebound Instructional Services: 6-8 | Does not apply | | |
| GRADES 9-12, ADULT EDUCATION | | | | |
| ACADEMICS - SUBJECT AREAS | | | | |
| 7910100 | Reading: 9-12 | ✓ | | |
| 7910110 | English: 9-12 | ✓ | | |
| 7910390 | Life Skills Communication: 9-12 | ✓ | ✓ | |
| 7910400 | Life Skills Reading: 9-12 | ✓ | ✓ | |
| 7912050 | Math: 9-12 | ✓ | | |
| 7912340 | Life Skills Math: 9-12 | ✓ | ✓ | |
| 7920010 | Science: 9-12 | ✓ | ✓ | |
| 7920050 | Health and Safety: 9-12 | ✓ | ✓ | |
| 7921010 | Social Studies: 9-12 | ✓ | ✓ | |
| 7921330 | Career Education: 9-12 | ✓ | ✓ | ✓ |
| 7960010 | Life Management and Transition: 9-12 | ✓ | ✓ | ✓ |
| SUPPORTED LEVELS: 9-12 | | | | |
| 7961010 | Academic Skills for Functional Living | | ✓ | |
| 7961020 | Communication Skills for Functional Living | | ✓ | |
| 7961030 | Personal and Home Skills for Functional Living | | ✓ | |
| 7961040 | Leisure and Recreation Skills for Functional Living | | ✓ | |
| 7961050 | Community and Social Skills for Functional Living | | ✓ | |

| PARTICIPATORY LEVELS: 9-12 | | IND | SUP | PART |
|-----------------------------------|--|----------------|-----|------|
| 7962010 | Cognitive and Linguistic Skills | | | ✓ |
| 7962020 | Life Sustaining and Environmental Interaction Skills | | | ✓ |
| 7962030 | Leisure/Recreation Skills for Improvement of Quality of Life | | | ✓ |
| 7962040 | Developmental-Functional Motor and Sensory Skills | | | ✓ |
| SPECIAL SKILLS COURSES | | | | |
| 7963010 | Preparation for Postschool Adult Living | ✓ | ✓ | ✓ |
| 7963030 | Skills for Students who are Motor and Other Health Impaired | ✓ | ✓ | ✓ |
| 7963040 | Skills for Students who are Deaf or Hard of Hearing | ✓ | ✓ | ✓ |
| 7963050 | Skills for Students who are Visually Impaired | ✓ | ✓ | ✓ |
| 7963060 | Orientation and Mobility Skills | ✓ | ✓ | ✓ |
| 7963070 | Social and Personal Skills | ✓ | ✓ | ✓ |
| 7963080 | Learning Strategies | ✓ | | |
| 7963090 | Skills for Students who are Gifted | Does not apply | | |
| 7963110 | Skills for Students with Autism | ✓ | ✓ | ✓ |
| 7963120 | Skills for Students who are Deaf-Blind | ✓ | ✓ | ✓ |
| 7963130 | Unique Skills | ✓ | ✓ | ✓ |
| MISCELLANEOUS | | | | |
| 7915010 | Specially Designed Physical Education | ✓ | ✓ | ✓ |
| 7919010 | Driver Education for Special Learners | ✓ | | |
| 7967010 | Visual and Performing Arts | ✓ | ✓ | ✓ |
| GIFTED | | | | |
| 7965010 | Research Methodology for Students who are Gifted | Does not apply | | |
| 7965030 | Externship for Students who are Gifted | Does not apply | | |
| 7965040 | Studies for Students who are Gifted | Does not apply | | |

| THERAPY | IND | SUP | PART |
|--|------------------------|-----|------|
| 7966010 Physical Therapy | Based on student's IEP | | |
| 7966020 Occupational Therapy | Based on student's IEP | | |
| 7966030 Speech Therapy | Based on student's IEP | | |
| 7966040 Language Therapy | Based on student's IEP | | |
| VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES | | | |
| 7980010 Exploratory Education | ✓ | ✓ | |
| 7980020 Practical Arts Education | ✓ | ✓ | |
| 7980030 Job Preparatory Education | ✓ | ✓ | |
| 7980040 Agriculture Education | ✓ | ✓ | |
| 7980050 Business Technology Education | ✓ | ✓ | |
| 7980060 Diversified Education | ✓ | ✓ | |
| 7980070 Health Science Education | ✓ | ✓ | |
| 7980080 Family and Consumer Sciences Education | ✓ | ✓ | |
| 7980090 Industrial Education | ✓ | ✓ | |
| 7980100 Marketing Education | ✓ | ✓ | |
| 7980110 Career Preparation | ✓ | ✓ | ✓ |
| 7980120 Career Experiences | ✓ | ✓ | ✓ |
| 7980130 Career Placement | ✓ | ✓ | ✓ |
| 7980150 Supported Competitive Employment | | ✓ | |
| 7980190 Technology Education | ✓ | ✓ | |
| NON-CREDIT | | | |
| 7900010 Therapeutic Instructional Support | Does not apply | | |
| 7900030 Hospital/Homebound Instructional Services | Does not apply | | |

Suggested Course Performance Objectives

Suggested course performance objectives were formerly called course performance standards. They have been developed for most courses to assist districts with the implementation of these new courses. *Course performance objectives* are detailed statements of the knowledge and skills included in the course requirements. Each requirement includes objectives that relate to the correlated benchmarks and may also include objectives that are correlated to different benchmarks. Some objectives are not correlated to any benchmarks.

Course performance objectives were not developed for Speech and Auditory Training: 6-8; Speech, Language, Occupational and Physical Therapy courses for Grades 6-8 and 9-12; or Therapeutic Instructional Support and Homebound Hospitalized Services for Grades 6-8 and 9-12.

Important things to know

→ Each *course requirement* is printed in bold type with the correlated benchmarks from the Sunshine State Standards for Special Diploma listed underneath. The example that follows is taken from a course designed for all three levels of functioning.

12. Demonstrate understanding of interpersonal relationships as they relate to postschool adult living.

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

→ The expected *level of functioning* for the student should be specified for each course requirement and performance objective. You will determine the level of functioning by considering the amount of additional support and assistance that *must be* provided for the student to be able to successfully perform the skill or use the knowledge. This support or assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. You may find the following guidelines included in Section B of each course helpful.

- For requirements/objectives mastered at the **Independent Level**, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the **Supported Level**, mastery should be determined with consideration of the amount and type of *guidance and support* necessary for the student to be able to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons or symbols, pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the **Participatory Level**, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

→ **There is a place within each requirement to indicate the specific types of guidance and support or assistance that are necessary for each student who will be expected to master an objective at the supported or participatory level.** You can add information such as the name of the particular type of assistive technology or amount of supervision that is needed. Within a requirement, students may be able to master some objectives at an independent level, others at a supported level, and still others at a participatory level.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

The most important thing to know about levels of functioning is that

an individual student may function at all three levels depending on

...the specific knowledge or skills

...the requirements of the situation

...the experience and functional limitations of the student.

Some have tried to align the levels of functioning with the categories of *mild*, *moderate*, and *severe/profound* disabilities. This is *not* appropriate.

- The level of functioning is *not* the same as the level of performance or knowledge.
- The independent level does *not* mean skills at high school level.
- The supported level does *not* mean low-level skills.
- The participatory level does *not* mean developmental skills.

Independent means that students are expected to be able to perform the skill or use the knowledge on their own.

Supported means that students are expected to require some type of prompt, supervision, or use of assistive technology to be able to perform the skill or use the knowledge required for the task.

Participatory means that students are expected to require assistance to be able to participate in the particular activity or task.

Here are two examples to help explain the difference.

Strand: Life Work

Standard: The student recognizes opportunities and responsibilities in the workplace.

| Level | Benchmark | Objective |
|----------------------|--|--|
| Independent | CL.C.1.In.3 The student makes general preparations for entering the work force. | Writes a list of appropriate questions to ask when participating in a job interview. |
| Supported | CL.C.1.Su.3 The student makes general preparations for entering the work force—with guidance and support. | Responds appropriately when prompted to a structured set of questions in a job interview. |
| Participatory | CL.C.1.Pa.1 The student shows willingness or interest in participating in work or community activities—with assistance. | Expresses preferences for possible work situations using an augmentative communication system with assistance. |

Strand: Personal Care

Standard: The student engages in productive and leisure activities used in the home and community.

| Level | Benchmark | Objective |
|----------------------|--|---|
| Independent | IF.A.1.In.2 The student completes personal care, health, and fitness activities. | Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., follow a wellness plan, work out with a buddy). |
| Supported | IF.A.1.Su.2 The student completes personal care, health, and fitness activities—with guidance and support. | Complete activities related to wellness when reminded by parent or supervisor (e.g., engage in fitness routines, eat nutritious foods, have annual checkups by doctor). |
| Participatory | IF.A.1.Pa.1 The student participates in routines of productive and leisure activities used in the home and community—with assistance. | Accept assistance and participate in routine physical fitness activities on a regular basis. |

What do the course performance objectives include?

- **Some objectives include the *Student Performance Standards for Exceptional Student Education* and are listed under related requirements in courses for Grades 9-12.** These objectives are printed in *italics*, with the subject area, standard number, and level in parentheses at the end. These standards are included *only* in the courses for Grades 9-12 to accommodate students who are required to master them for a Special Diploma through 2001-2002. Here is an example of a Student Performance Standard as it appears in the suggested course performance objectives.

Identify resources for finding employment. (Social and Personal C 30: VI)

- **Most other objectives have one or more *correlated benchmarks* at the end in parentheses. Some objectives have not been correlated.**

Accept assistance and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)

- **Some objectives include *examples* to clarify what the knowledge or skill requires the student to do.**

Demonstrate behavior that meets social expectations when working in a group at work (e.g., waiting for turn, assisting others, following rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

- **For many objectives, the required knowledge and skill must be applied or used when *completing functional tasks or productive activities*.** Acquiring knowledge and skills in isolation has no place in instructional programs for students with disabilities. A functional task or productive activity is one that is relevant to the student's life, in or out of school. A functional task has personal meaning for the student, now or in the future. The examples at the end of the objectives provide ideas about different types of tasks or activities that might require the knowledge or skill of the objective. You can add any additional tasks or activities needed by your students.

Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)

Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing windows, securing home by locking windows and doors, using a screwdriver for simple home maintenance). (IF.A.1.In.1, IF.A.1.Su.1)

- **Many objectives contain clusters of knowledge and skills listed beneath the objective.** You may add additional knowledge and skills as appropriate for your students.

Identify common abbreviations when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ measurement units _____ locations
 _____ titles _____ time
 _____ other: _____

- **For many objectives, various *situations or contexts* for the behaviors are listed separately.** Students with disabilities often have difficulty generalizing knowledge and skills to new tasks and to new situations. To address the student's need to generalize knowledge and skills, you can identify the specific context(s) or situation(s) in which the objective will be applied. Because of considerations of age-appropriateness, "workplace" is included only in courses for grades 9-12.

Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ home _____ school _____ community _____ workplace

- **Some objectives include space where you can record student progress.** For the performance objectives that include "Specify" lists, the *line and box* before the item within the objective can be used to keep a record of student performance. The box can be checked when the particular item is assigned to the student, and the date of mastery can be placed on the line.

Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ name key features or steps
 _____ break into smaller components for practice
 11/2/99 practice with physical guidance
 _____ practice with verbal prompts
 _____ other: _____

More about levels of functioning

Independent and Supported Levels. You'll find that most objectives have both an independent and supported level benchmark correlated to them. This is done to indicate that most knowledge and skills can be performed either independently or with guidance and support. See the following chart for examples.

| Independent Level | Supported Level |
|---|---|
| Objective— Performs <i>independently</i> | Objective— Performs <i>with guidance and support</i> |
| Completes personal information sections on applications and forms accurately. | <i>Copies personal information from a personal identification card to complete applications and forms accurately.</i> |
| Initiates requests for personal assistance by stating needs. | <i>Follows a visual prompt to initiate requests for personal assistance.</i> |
| Uses complete sentences when writing correspondence. | Revises written correspondence to contain only complete sentences <i>when errors are pointed out by others.</i> |
| Uses behaviors that reflect self-control when completing functional tasks. | Uses behaviors that reflect self-control when completing functional tasks <i>if monitored by a supervisor.</i> |
| Replaces tools and equipment in proper location for storage after use. | Replaces tools and equipment for storage in shelves and containers <i>with pictures designating proper location.</i> |
| Writes a report describing completed projects. | <i>Uses voice-input software with a word processor to write reports describing completed projects.</i> |

→ **The Participatory Level uses a different approach.** The unique needs of individuals who function at this level must be taken into consideration for each objective. Objectives at the participatory level generally say “Accept assistance and participate in...,” allowing the teacher to specify what tasks or activities are to be used or what type of response is expected.

Accept assistance and participate in activities related to community service organizations. (IF.A.1.Pa.1)

Specify activity: _____

Accept assistance and participate in requesting help or assistance. (CO.A.1.Pa.1)

Specify method: _____ point to object _____ point to referent object
 _____ vocalize or gesture _____ verbalize or sign
 _____ body movement _____ assistive/augmentative device
 _____ other: _____

Understanding the verbs in the objectives

→ ***Nonspecific verbs* such as “attend to,” “identify,” and “demonstrate understanding” are used in the performance objectives to allow needed flexibility in targeting expectations for each student’s learning.**

You will notice that in each objective, the verbs designating the required behaviors are *nonspecific*. This allows you to individualize the objective according to the capabilities and needs of individual students. You can also specify the particular types of tasks or situations involved. The following list can be used to target the expectations for each student.

Possible behaviors

If the verb states

The student can...

Attend to

—vocalize, gesture, move body, direct gaze

Identify

—point to, find, recognize, locate
 —discriminate, distinguish, select
 —match
 —label or name
 —describe or act out
 —define

| <i>If the verb states</i> | The student can... |
|------------------------------------|--|
| <i>Demonstrate awareness</i> | —identify, match, select, recognize, name, label |
| <i>Demonstrate knowledge</i> | —define, describe meaning, briefly explain —identify familiar examples and non-examples —express main idea or essential message —note relevant details —describe order of events |
| <i>Demonstrate understanding</i> | —compare and contrast —identify new examples and non-examples —explain in depth —describe how this knowledge is used in other situations —identify cause/effect relationships |
| <i>Identify conduct/behavior</i> | —name examples and non-examples —define or describe behavior —name or describe situations when behavior is needed —name or describe situations that support such behavior —name or describe situations that inhibit or prevent such behavior |
| <i>Use conduct/behavior</i> | —use appropriate communication —use appropriate body language —perform tasks that support intent of situation —refrain from using undesirable behavior or language |
| <i>Monitor own use of behavior</i> | —keep log or chart —report to peer or adult —modify behavior when necessary |
| <i>Recognize need</i> | —tell, point to, indicate situation or needed object —initiate request for assistance or needed items —initiate behaviors to meet need |
| <i>Obtain information</i> | —view or touch object or event —read or listen to verbal information —locate in directory, reference book, database —ask someone knowledgeable |

Planning for Instruction

The *Florida Course Descriptions for Grades 6-12, Exceptional Student Education* (1999) provide opportunities for students with disabilities to acquire the knowledge and skills they will need to be able to participate in a wide range of functional activities at home, in school, and in the community and workplace.

In general, the courses can accommodate the needs of a wide range of students with disabilities. To facilitate the articulation of students from grades 6-8 to grades 9-12, the requirements and performance objectives of companion courses are very similar. A student who has been enrolled in the Language Arts: 6-8 course for three years can continue progress in high school in English: 9-12.

Students do not have to be taught or be expected to master each requirement and performance objective in a lockstep fashion. You should select the requirements and performance objectives needed by the individual student. Objectives that have already been mastered do not need to be addressed.

When selecting requirements and performance objectives for an individual student, ask these questions:

What does the student already know how to do independently?

What kinds of support does the student need to learn new skills?

What kinds of accommodations, including assistive technology, does the student need?

Does the student have the necessary prerequisite knowledge and skills for this course?

Does the student need to be able to use the knowledge and skills in various situations and contexts?

The answers to these and other questions about the student's current level of performance should be used to select the requirements and performance objectives that the student will be expected to master for the coming school year. To the extent possible, students should aim toward mastering as many objectives as possible at an independent level. If students are able to perform a particular objective at a supported level with guidance and support, they may be able to progress to an independent level.

Using units to organize curriculum helps both the students and you to maintain attention on the key concepts and long-range outcomes. Units can also help students to create linkages to prior knowledge and to identify situations where the new knowledge and skills can be applied. You will also want to consider the length of instructional time that will be needed for each unit so that the selected course requirements can be completed within a semester or academic year.

Use an outline, chart, or graphic organizer to lay out the major topics or themes for the units of the course. This will help you to see the “big picture” and make sure that all of the necessary content and skills will be addressed. Putting these ideas down on paper also helps you to think about how the instruction will be sequenced. By the way, it is a good idea to share this overview of the course with the students. Answers to the following questions can help you think of ways to organize units of instruction.

What major topics, concepts, or themes are reflected in the course requirements?

What logical sequence should be followed in organizing content?

What projects or real-world experiences are needed to help students generalize and apply what they have learned?

- **Plan learning experiences and select instructional materials.** With the overall unit structure in mind, you can begin to identify specific types of learning experiences and instructional materials. Naturally, you will look first at the textbooks, software, and other types of instructional materials provided by your school. You may need to find supplementary materials or guides for other types of learning experiences.

Are the textbooks, software, and supplementary materials provided by my school appropriate for this course and the capabilities of my students?

What additional materials should I include?

Are commercially prepared materials available or will I need to design them myself?

What do I need to teach students about handling the instructional materials or using the equipment?

What kinds of instruction strategies will be needed to help my students meet the course requirements and master the performance objectives?

Will students use these materials individually or in groups?

Are simulated or community-based experiences needed?

How should I coordinate the instruction with other teachers?

- **Develop more detailed plans for the unit and individual lessons.** Now you are ready to develop the details for the units and individual lessons. Think about and act on each of the following important events of instruction to make your lessons more effective learning experiences:

How will the unit or lesson be introduced?

What are students expected to learn during the unit/lesson?

How does this unit or lesson relate to previous lessons and what students already know?

What activities will be included?

How will students practice and get feedback on their learning?

How will students' learning be assessed? What criteria will be used in the assessment rubric for each objective?

What modifications or accommodations are needed for individual students?

Evaluating student progress

Assessment and evaluation of student progress are a part of every instructional plan. Assessment is often the critical component of the culminating activities of a unit or course. Similar kinds of assessment procedures may be used for the whole class, but the performance of each student must be observed, measured, and reviewed individually, one student at a time. If the student has met or exceeded the expectations of the performance objectives, mastery can be recorded. If the learning is still in progress, descriptions of strengths and weaknesses should be noted in the student's record. Alternate assessment procedures may be incorporated into the lessons and units as appropriate.

Consider the following questions as you plan assessment activities:

What is the purpose of the assessment?

What skills will be tested?

How will the performance be assessed and measured?

What kind of assessment rubric will be used?

Where and when will the assessment occur?

Do individual students need accommodations?

How will students get feedback?

How will the results of the assessment be reported?

Reflecting on your teaching

The planning of a course or unit or lesson is not finished until the end.

At the end of each lesson, unit, or course, take the time to think about what worked and what didn't.

How well did the students do?

Were the instructional strategies and materials effective?

Were the students interested in what they were doing?

Could they see the relevance and functionality of what they were learning?

Could they see the importance of what they were learning?

Did they begin to take control and responsibility for their own learning?

Summary

This document includes the revised course descriptions for Exceptional Student Education adopted by the State Board of Education. A list of suggested course performance objectives is provided for each course requirement. These objectives may be modified as necessary to meet the needs of individual students.

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Selecting course requirements and performance objectives for students

Because courses are all repeatable (or multi-credit for Grades 9-12), you must select requirements and performance objectives each year the student is enrolled in the course on an individual basis.

If you are responsible for large numbers of students, this may appear to be overwhelming. However, the task becomes more reasonable by thinking about what students who are enrolled in the same class have in common.

- **Check the IEPs of the students.** Start by *reviewing the IEPs* of the students enrolled in the course. What are their present levels of performance and annual goals and objectives? What accommodations and modifications do the students need? What supplementary aids and supports for personnel are needed?
- **Select the requirements that all students should address.** Review the *course requirements* and mark the ones that *all* students will need. Your district may have local guides that indicate which requirements are targeted for specific courses or grade levels. Make notes of any special needs of individual students.
- **Note performance objectives that students have already mastered.** Review the *performance objectives* for each requirement that will be included in the course for the coming year. Mark off the ones that students have already accomplished.
- **Select performance objectives that all students should be able to learn.** Mark the performance objectives that all, or almost all, of the students should be able to accomplish in the school year. Performance objectives may be repeated as appropriate.
- **Differentiate objectives as needed for individual students.** Based on the individual needs of your students, you may need to add or delete objectives. You should also modify objectives as appropriate for individual students.
- **Determine the expected level of mastery for the majority of objectives.** The amount and types of support and assistance necessary for successful performance of the behaviors described in the objectives must be considered for each student. You will need to determine the expected level of mastery—*independent, supported, or participatory*.

By following this procedure, you will soon have a clear understanding of what all the students in the course will be expected to learn, and what kinds of individualization are needed for each student in the class.

Planning the curriculum for a course

Now that you have identified the requirements and performance objectives for students in the course, you are now ready to make decisions regarding the organization or scope and sequence of content and skills, the instructional approaches, the materials, and assessment procedures. In other words, you are ready to plan the *curriculum*.

- **Relate the curriculum to desired post-school outcomes.** Students with disabilities are taking these courses in order to be able to achieve their desired school and post-school outcomes. Answers to the following questions may help to clarify the expectations and outcomes of the course for each student.

Where will students be expected to use what they learn?

At home? In school? In the community? On the job?

How independent will students need to be?

What natural supports are available for students at home, at school, and in the community?

- **Think about the scope and sequence of the requirements and objectives.** When planning the curriculum for the course, you must also consider the overall scope and sequence of the course requirements. Answers to these questions help to clarify the scope and sequence of requirements and objectives.

What are district requirements for this course?

What are necessary prerequisite knowledge and skills?

What skills and concepts form the foundation of this course?

How do the skills and concepts relate to each other?

In what situations will students need to be able to apply the concepts and skills they are learning?

- **Organize units of instruction.** Teachers may group large segments of course content or related skills into *units* of instruction. Units may last for several weeks and include many lessons. Often a culminating project or assessment completes a unit of instruction. Once a unit is determined, you can target the previously selected performance objectives for that unit. The subtitles in the Suggested Performance Objectives in the Course Descriptions will help you locate appropriate objectives.

Don't worry about repeating objectives. You can include specific performance objectives in as many units as appropriate. Students with disabilities need many opportunities to learn and practice newly acquired knowledge and skills. Don't forget to individualize according to the needs of students.

**Academics:
Subject Areas**

**Grades 9-12,
Adult Education**

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7910100
Course Title: Reading: 9-12
Previous Course Title: Applied Reading: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at

Course Number: 7910100 - Reading: 9-12

one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

1.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ initial, medial, and final consonants
 ___ long and short vowels
 ___ initial, medial, and final blends
 ___ patterns and silent letters
 ___ syllables
 ___ other: _____

1.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ compound words ___ prefix ___ suffix
 ___ other: _____

1.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ examples ___ direct explanations ___ synonyms
 ___ other: _____

1.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*

1.5. Use assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, listen to the pronunciation of a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ printed dictionary ___ electronic dictionary
 ___ person ___ other: _____

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- 2. Demonstrate knowledge of functional vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Signs and Symbols

- 2.1. Identify the meaning of symbols and icons used on signs in buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom).

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ exit and entrance signs ___ restroom signs
 ___ elevator signs ___ other: _____

- 2.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ no smoking, danger, poison
 ___ do not use near water, for outside use only
 ___ shock, use grounded outlets, 220 volts only
 ___ other: _____

- 2.3. *Match and discriminate pictures and shapes. (Reading A 2: III)*

- 2.4. *Recognize information communicated by common signs and symbols. (Reading A 1: III)*

- 2.5. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery store, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ order here ___ cashier
 ___ no food or drink allowed ___ no smoking
 ___ cost of admission ___ hours of operation
 ___ other: _____

- 2.6. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ stop ___ one way ___ right turn only
 ___ speed limit ___ no U-turn ___ other: _____
 ___ yield ___ merge

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- 2.7. Identify the meaning of symbols and icons used in signs in the community (e.g., telephone, hospital, picnic area, boat ramp, gas station). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.8. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)*
- 2.9. Find desired destination indicated by signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)
- 2.10. Demonstrate appropriate responses to travel and road signs. (CL.B.1.In.2, CL.B.1.Su.2)
- 2.11. Respond appropriately to warnings and other types of information conveyed by symbols and icons in written material and on products. (CL.B.1.In.2, CL.B.1.Su.2)

Frequently Used Words

- 2.12. Identify the meaning of frequently used written words (e.g., Dolch, survival). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.13. *Identify own first name in manuscript. (Reading A 3: III)*
- 2.14. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 2.15. Identify the meaning of written vocabulary related to specific courses in school (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: English or language arts the arts
 science social studies
 physical education health
 mathematics applied technology
 other: _____
- 2.16. Identify the meaning of written vocabulary related to school activities (e.g., completing detention; participating in field day or pep rally; running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.17. Identify the meaning of written vocabulary when completing academic tasks (e.g., matching, multiple choice, term paper, final exam, quiz, pop quiz, activity, group work). (CL.B.1.In.2, CL.B.1.Su.2)

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Independent Functioning Vocabulary

- 2.18. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal hygiene—brush, floss teeth, shower, deodorant
 finances—balance checkbook, deposit money, budget
 caring for clothes—wash, dry clean
 purchasing items—discount, sale, tax, charge
 other: _____
- 2.19. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: banking—withdrawal, deposit, account number, debit, balance
 library—library card, check out, due date, late charge
 volunteering—organization, hours, responsibilities
 other: _____
- 2.20. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: caring for clothing and personal items
 preparing and storing food
 maintaining lawn and garden
 other: _____
- 2.21. Identify the meaning of written vocabulary related to leisure activities (e.g., participating in sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities sports
 entertainment pets and plants hobbies
 other: _____

Abbreviations and Acronyms

- 2.22. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading amounts required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: linear—ft., mi., m. area—sq. ft., sq. yd.
 weight—oz., lb., # volume—c., l., tbs., tsp.
 money—\$, ¢ time—min., hr., Tues., Dec.
 other: _____

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2.23. Identify abbreviations for locations (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: streets—Rd., Blvd., St. states—FL, CA
 post office—PO buildings—Apt., Bldg.
 countries—USA, UK other: _____

2.24. Identify abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: medical organization—Health Maintenance Organization (HMO)
 government agencies—Developmental Services (DS),
Vocational Rehabilitation (VR)
 mail services—Federal Express (FEDEX), United Parcel Service
(UPS), United States Postal Services (USPS)
 other: _____

2.25. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: personal—Mr., Ms.
 professional—C.P.A., M.D.
 degrees—Ph.D., M.Ed., B.S.
 other: _____

2.26. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: radio—WFSU television—WPBS
 Web addresses—www.firm.edu

2.27. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: home school community

3. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Visuals, Passages, and Documents

- 3.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: statements questions directions
 commands requests other: _____
- 3.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in a dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: key words dates numbers
 charts graphs pictures
 maps answers to questions
 other: _____
- 3.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: match to a list of key information—dates, names, locations
 match to questions to be answered
 scan chapter titles and subtitles for specific words or phrases
 scan pictures or graphics for specific information
 other: _____
- 3.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: asking yourself “How does this fit?”
 asking yourself “Is it needed?”
 comparing to similar examples or a model
 other: _____
- 3.5. *Identify information from a picture. (Reading A 4: IV)*
- 3.6. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 3.7. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 3.8. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: identify the first sentence or topic paraphrase information
 identify information that is repeated scan chapter headings
 other: _____

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- 3.9. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 3.10. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 3.11. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify common elements or situations
 _____ distinguish what is different
 _____ relate new information to concepts already understood
 _____ other: _____
- 3.12. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ create a first letter mnemonic _____ make a visual association
 _____ determine order of events _____ other: _____
- 3.13. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 3.14. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.15. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*
- 3.16. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 3.17. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

Using Information Resources

- 3.18. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ atlas—road maps, distance charts, state capitals, population
 _____ dictionary—definitions, spelling, syllabication
 _____ encyclopedia—general information by subject
 _____ textbook—information for instructional purposes
 _____ magazine or newspaper—current information by subject
 _____ directory—information lists by subject, agency, product
 _____ other: _____

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- 3.19. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: book—introduction, chapter titles
 magazine—titles, page numbers, authors
 newspaper—sections, page numbers
 other: _____
- 3.20. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 3.21. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.22. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.23. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

- 3.24. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: bar graphs pie charts tables
 other: _____
- 3.25. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.26. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: roads rivers, lakes cities and towns
 mileage direction airports, parks
 other: _____
- 3.27. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.28. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: city or state map atlas
 other: _____
- 3.29. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

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- 3.30. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)
- 3.31. *Alphabetize words using the first letter.* (Reading F 22: V)
- 3.32. *Alphabetize words using the first two letters.* (Reading F 25: VI)
- 3.33. *Match and discriminate upper and lower case letters.* (Reading A 5: IV)
- 3.34. Locate an item by date when completing functional tasks (e.g., verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.35. Organize information chronologically when completing functional tasks (e.g., filing a receipt for later reference to return a purchased item, determining sequence of events). (CL.B.1.In.3)
- 3.36. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 3.37. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)
- 3.38. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a source for information about camping). (CL.B.1.In.3)
- 3.39. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 3.40. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)
- 3.41. Identify the meaning of simple graphs (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ bar graphs _____ pie charts _____ tables

4. Identify author's purpose or point of view in written material.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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- 4.1. Identify purpose of different types of written material. (CL.B.1.In.2)
Specify: narrative—stories, plays persuasive—advertising, campaigns
 technical—manuals expository—information, reports
 other: _____
- 4.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)
Specify: from the author's point of view
 from the character's point of view
 from the narrator's point of view
 other: _____
- 4.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)
Specify: stories plays or movies
 poems newspaper articles
 magazine articles reports
 other: _____

5. Determine whether information presented in a text is accurate, valid, or reliable.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: match information with other sources
 look for words such as *always, never*
 identify words that indicate feelings or emotions
 other: _____
- 5.2. *Distinguish between true and false statements. (Reading E 19: V)*
- 5.3. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 5.4. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisement to product review). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: identify exaggerations identify false claims
 evaluate realism other: _____

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- 5.6. Use strategies to evaluate the reliability and accuracy of written information (e.g., Does this information match other sources? Does this information appear to be realistic?). (CL.B.1.In.2, CL.B.1.Su.2)

6. Demonstrate understanding of key elements in literature (e.g., plot, characters, setting, point of view, tone).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 6.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)
Specify: ___ characters ___ setting ___ plot ___ point of view

- 6.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2)
Specify: ___ stories ___ novels ___ plays ___ poems

- 6.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)
Specify: ___ stories ___ novels ___ plays ___ poems

7. Select and apply study skills (e.g., notetaking; using mnemonics, associations, and imagery; conducting research; organizing information; test-taking).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.C.2.In.1 plan and implement personal work assignments.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Increasing Recall and Understanding

- 7.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

- 7.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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- 7.3. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: read aloud paraphrase
 make a drawing or diagram other: _____
- 7.4. *Follow written directions with one-step. (Reading C 11: V)*
- 7.5. *Follow written directions with two-steps. (Reading C 13: VI)*
- 7.6. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 7.7. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: who, what, when, and where?
 which, how, and why?
 other: _____
- 7.8. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.9. Use visual imagery to clarify and remember information for assignments. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: make mental pictures create an analogy
 other: _____
- 7.10. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 7.11. Follow a systematic process when researching a topic for an assignment.
Specify: identify the topic or main question
 specify subtopic or questions to be answered
 conduct preliminary research using appropriate resources and references
 take notes and cite sources
 review notes and obtain additional information, if needed
 other: _____
- 7.12. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)
- 7.13. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: newspapers magazines television
 radio people Internet
 other: _____

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- 7.14. Use an appropriate source to obtain written information on current events.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: newspapers magazines Internet
 other: _____
- 7.15. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.16. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 7.17. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., when completing a homework assignment, when locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: atlas dictionary encyclopedia
 textbook magazine newspaper
 directory other: _____
- 7.18. Identify characteristics of various formats used to organize information.
(CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outlining other: _____
- 7.19. Choose format for organizing information based on proposed use of that information. (CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outlining other: _____

Using Feedback

- 7.20. Identify situations when feedback is commonly given for assignments
(e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.21. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, thank the person for the input).
(CO.A.1.In.1, CO.A.1.Su.1)
- 7.22. Use feedback to make changes on assignments (e.g., correct a mistake, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 7.23. Give effective feedback to others when working together on assignments
(e.g., identify what is correct or well done, point out errors, suggest needed improvements).
(CO.A.1.In.1, CO.A.1.Su.1)

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- 7.24. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ answers to tests _____ class assignments
 _____ other: _____

Problem Solving

- 7.25. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.26. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.27. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.28. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ identify the problem
 _____ identify alternatives
 _____ choose appropriately from a variety of techniques
 _____ implement solution
 _____ evaluate results
- 7.29. Differentiate between those problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others.

Planning and Time Management

- 7.30. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.31. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.32. *State steps to complete a task. (Language C 31: VI)*

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- 7.33. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.34. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify strategy: _____ work according to schedule
_____ set an alarm clock as a reminder
_____ track subtasks on calendar
_____ check off subtasks when completed
_____ begin subtasks on time
_____ adjust to unforeseen circumstances
_____ other: _____
Specify setting: _____ school _____ personal _____ workplace
- 7.35. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify approach: _____ try different techniques _____ reread the instructions or references
_____ seek advice from others _____ seek assistance from others
_____ other: _____
Specify setting: _____ school _____ personal _____ workplace
- 7.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.37. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.38. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.39. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with needed supplies, tools, and equipment before starting
_____ other: _____
Specify: _____ school _____ personal _____ workplace
- 7.40. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ school _____ personal _____ workplace

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- 7.41. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.42. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.43. Identify the characteristics and importance of being self-directed when completing assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.44. Demonstrate self-directed behavior when completing school assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary, persevering). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.45. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ school _____ personal _____ workplace
- 7.46. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ school _____ personal _____ workplace
- 8. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**
CL.C.2.In.5 apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 8.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

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- 8.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, when taking an appropriate break, or working on a car). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: work hours—starting time, break, time card
 dress code—uniform, grooming
 locations—reception areas, parking, restrooms
 equipment—storage, maintenance, repairs, supplies
 other: _____
- 8.3. Identify information contained in simple graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: blueprints floor plans diagrams
 other: _____
- 8.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: directions for use and storage repair and maintenance
 safety precautions replacement information
 other: _____
- 8.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, and following instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)
9. **Use functional reading skills required for independent living in the community and home (e.g., newspapers, instruction manuals, catalogues).**
IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.2.In.1 select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 9.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ following a recipe
_____ using information found on clothing labels regarding care requirements
_____ using advertisements to select needed furniture, appliances, and personal goods
_____ observing safety information and warning precautions
_____ storing product manuals and warranties in one location
_____ using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
_____ other: _____
- 9.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ learning and obeying local, state, and federal laws
_____ identifying events and resources
_____ other: _____
- 9.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals
_____ learning about the rules of a game or sport
_____ obtaining information about a hobby or collection or other leisure interest
_____ other: _____
- 9.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ communicating with others—using mail, telephone, e-mail
_____ using schedules for public transportation
_____ obtaining personal services—haircut, cleaning
_____ shopping for personal items, food, clothing
_____ obtaining emergency services—911, police, fire department
_____ other: _____
- 9.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 9.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ headlines _____ local news _____ sports
_____ recreational activities _____ special features _____ comics
_____ advertisements _____ classified ads
_____ other: _____

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- 9.7. Use advertisements in newspapers, store handouts, and posters to carry out personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.8. Use personal care information in magazines or newspapers to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading about a play before it is seen, learning how to clean a house). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.10. Use information found in newspapers or magazines regarding community activities and resources (e.g., community festivals, fairs, library events, speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: storage warning labels dosage
 instructions other: _____

10. Determine personal preferences for types of reading as a leisure activity.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 10.1. Identify types of reading used by individuals for leisure activities.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: newspapers and magazines
 fiction—mystery, adventure, romance
 nonfiction—biographical, scientific, historical
 other: _____
- 10.2. Identify appropriate times for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)

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- 10.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after-school programs, camps, YMCA, community centers, libraries, book departments in stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.5. Identify favorite stories or movies available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7910110
Course Title: English: 9-12
Previous Course Title: Applied English: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily life
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory,

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have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Word Identification Skills

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lowercase letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ consonants ___ vowels ___ blends
 ___ patterns ___ syllables ___ other: _____

- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

- 1.4. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ compound words ___ prefix
 ___ suffix ___ other: _____

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- 1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., "The boy rode a unicycle, a bicycle with one wheel"). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ examples _____ direct explanations
 _____ synonyms _____ other: _____
- 1.6. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ printed dictionary _____ electronic dictionary
 _____ persons _____ other: _____
- 1.8. Use assistive technology, as necessary, to read words and symbols. (CL.B.1.Su.1)
Specify: _____

Frequently Used Words

- 1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common words and expressions
 _____ concept of time
 _____ common objects and locations
 _____ category words
 _____ directional concepts
 _____ other: _____
- 1.10. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.11. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.12. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.13. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 1.14. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.15. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

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- 1.16. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.17. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.18. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., writing a report, proofreading, putting events in sequential order). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.19. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal hygiene—brush, floss, shower, deodorant
 finances—balance checkbook, budget
 caring for clothes—wash, dry clean
 purchasing items—discount, sale, tax, charge
 other: _____
- 1.20. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: banking—withdrawal, deposit, account number, debit, balance
 library—library card, check out, due date, late charge
 volunteer service—organization, responsibilities, schedule
 other: _____
- 1.21. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities
 sports entertainment
 pets and plants hobbies
 other: _____

Signs and Symbols

- 1.22. Identify the meaning of symbols and icons used on signs in buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: exit and entrance signs restroom signs
 elevator signs other: _____
- 1.23. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: no smoking, danger, poison
 do not use near water, for outside use only
 shock, use grounded outlets, 220 volts only
 other: _____

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- 1.24. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ order here _____ cashier
 _____ no food or drink allowed _____ no smoking
 _____ name of business _____ hours of operation
 _____ proper attire required _____ no talking
 _____ other: _____
- 1.25. *Recognize information communicated by common symbols and signs.*
(Reading A 1: III)
- 1.26. *Identify and demonstrate understanding of community symbols and signs.*
(Reading B 6: IV, V)
- 1.27. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)
- 1.28. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

Pictures

- 1.29. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ furniture _____ appliances
 _____ interior design _____ supplies
 _____ entertainment _____ other: _____
- 1.30. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ persons
 _____ landmarks _____ other: _____
- 1.31. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.32. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.33. *Match and discriminate pictures and shapes.* (Reading A 2: III)
- 1.34. *Identify information from a picture.* (Reading A 4: IV)
- 1.35. *Describe pictures or objects.* (Language C 24: III)

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- 2. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic clues, rereading, scanning, repeating directions, acknowledging messages).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Visuals, Passages, and Documents

- 2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ statements ___ questions ___ directions
 ___ commands ___ requests ___ other: _____
- 2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for a dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ key words ___ dates ___ numbers
 ___ charts ___ graphs ___ pictures
 ___ maps ___ answers to questions
 ___ other: _____
- 2.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ match to a list of key information—dates, names, locations
 ___ match to questions to be answered
 ___ scan chapter titles and subtitles for specific words or phrases
 ___ scan pictures or graphics for specific information
 ___ other: _____
- 2.4. Use skills and strategies to identify irrelevant information in a text or visual diagram. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ asking yourself “How does this fit?”
 ___ asking yourself “Is it needed?”
 ___ comparing to similar examples or a model
 ___ other: _____
- 2.5. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 2.6. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

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- 2.7. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify the first sentence or topic
 _____ paraphrase information
 _____ identify information that is repeated
 _____ scan chapter headings
 _____ other: _____
- 2.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 2.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 2.10. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ match information with other sources
 _____ look for words such as *always, never*
 _____ identify words that indicate feelings or emotions
 _____ other: _____
- 2.11. *Distinguish between true and false statements. (Reading E 19: V)*
- 2.12. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 2.13. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VI)*
- 2.14. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify exaggerations _____ identify false claims
 _____ evaluate realism _____ other: _____
- 2.15. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify common elements or situations
 _____ distinguish what is different
 _____ relate new information to concepts already understood
 _____ other: _____
- 2.16. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ create a first letter mnemonic _____ make a visual association
 _____ determine order of events _____ other: _____
- 2.17. *Determine the order of events in a paragraph. (Reading C 10: V)*

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- 2.18. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)
- 2.19. *Identify the stated cause or effect of an action or event in a paragraph.* (Reading C 12: VI)
- 2.20. *Identify the implied cause or effect in a paragraph.* (Reading D 16: VII)
- 2.21. *Determine a logical conclusion or generalization for a paragraph or passage.* (Reading D 17: VII)

Using Information Resources

- 2.22. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ atlas—road maps, distance charts, state capitals, population
 _____ dictionary—definitions, spelling, syllabication
 _____ encyclopedia—general information by subject
 _____ textbook—information for instructional purposes
 _____ magazine or newspaper—current information by subject
 _____ directory—information lists by subject, agency, product
 _____ other: _____
- 2.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic.* (Reading F 28: VII)
- 2.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media).* (Reading F 26: VI)
- 2.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ atlas _____ dictionary _____ encyclopedia
 _____ textbook _____ magazine _____ newspaper
 _____ directory _____ other: _____
- 2.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles
 _____ magazines—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 2.27. *Use a table of contents to identify the location (page number) of specific information.* (Reading F 23: V)

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- 2.28. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.29. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.30. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

- 2.31. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: bar graphs pie charts tables
 other: _____
- 2.32. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 2.33. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: roads rivers, lakes cities and towns
 mileage direction airports, parks
 other: _____
- 2.34. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 2.35. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: city, state map atlas other: _____

Organizing Information

- 2.36. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outlining other: _____
- 2.37. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outlining other: _____

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- 2.38. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.39. Organize information alphabetically when completing functional task (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.40. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 2.41. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 2.42. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 2.43. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.44. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.45. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.46. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)
- 2.47. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.48. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)
- 2.49. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)

Specify: concept map tree diagram flowchart
 semantic web other: _____

3. Use communication skills to express information appropriately in conversations and presentations (e.g., use of volume, stress, and pronunciation; use of eye contact and body language).

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics
 maintaining topics
 taking turns
 active listening
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: tone of voice pitch
 fluency (rate and rhythm) loudness
 duration other: _____
- 3.5. *Use language to indicate displeasure or dislike. (Language C 16: I).*
- 3.6. *Express self-identity by telling first name. (Language C 17: II)*
- 3.7. *Express self-identity by telling full name. (Language C 21: III)*
- 3.8. *Use language to give simple commands. (Language C 18: II)*
- 3.9. *Use language to respond to verbal greeting. (Language C 19: II)*
- 3.10. *Express wants and needs. (Language C 20: II)*
- 3.11. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 3.12. *Use language to initiate social greeting. (Language C 23: III)*
- 3.13. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 3.14. *Use language to relate recent personal experiences. (Language C 26: IV)*

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- 3.15. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.16. *Use language to initiate conversation. (Language C 30: VI)*
- 3.17. Use correct articulation to produce phonemes. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.18. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.19. *Imitate or approximate words. (Language A 4: II)*
- 3.20. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a reference, how to dress for physical education
_____ personal task—how to use the microwave, how to find a location
_____ leisure task—how to pack for vacation, how to take care of a pet
_____ work task—how to answer the phone
_____ other: _____
- 3.21. *Express personal beliefs or opinions. (Language C 31: VI)*

4. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Handwriting or Keyboarding

- 4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ style—manuscript or cursive _____ spacing
_____ size _____ letter formation
_____ orientation _____ other: _____
- 4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

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- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ letters _____ reports _____ forms
 _____ charts _____ other: _____

- 4.4. Use assistive technology, as necessary, for writing.

Specify: _____

Personal Information

- 4.5. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ race group _____ other: _____

- 4.6. *Reproduce own first and last name. (Writing A 1: IV)*

- 4.7. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 4.8. Identify the documents that will be needed to provide information required on various types of forms (e.g., documents such as a Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

- 4.9. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)

- 4.10. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)

Specify _____ personal information—name, address, phone, birth date
 _____ sex—male/female
 _____ race—White/Hispanic/Black/Asian/Native American
 _____ other: _____

- 4.11. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*

- 4.12. *Complete simple order blanks. (Writing D 14: VII)*

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Organizing Communications

- 4.13. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: what is the intent—objectives, target audience, purpose
 what components are needed—introduction, body, summary
 how should the information be organized
 what formatting should be used—layout, text, use of graphics
 other: _____
- 4.14. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: brief descriptions letters
 stories essays
 reports other: _____
- 4.16. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, describe the results of an interview, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: sentences paragraphs essays
 reports other: _____
- 4.17. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: easy to difficult specific to general
 least important to most important general to specific
 most important to least important cause and effect
 other: _____
- 4.18. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: daily events daily tasks
 checks and deposits other: _____
- 4.19. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: report summary
 letter of complaint other: _____

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4.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., write an article for a newsletter, write a project report). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: article report letter message
 other: _____

4.21. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note—give a friend directions, let your family know that you will be late
 memo—announce an event to your co-workers at the office
 letter—friendly, complaint, request, application
 message—let a family member know that someone called
 report—summary of a school project
 other: _____

4.22. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note memo/e-mail
 letter brief description
 report cards and invitations
 other: _____

4.23. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: caller's name date who caller represents
 time phone number who the message is for
 message other: _____

4.24. List information (who, what, when, and where) of a given message.
(Writing D 11: VI)

4.25. Write a letter and address an envelope. (Writing D 12: VI)

5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Writing Process

5.1. Use the writing process to develop documents and written communications.

(CL.B.2.In.1, CL.B.2.Su.1)

- Specify: gather information
 organize ideas
 write first draft
 get feedback
 edit and revise
 edit
 write final copy
 other: _____

5.2. Revise documents and written communications to improve meaning and focus.

(CL.B.2.In.1, CL.B.2.Su.1)

- Specify: unity and coherence—words, phrases, and sentences work together
 content—no irrelevant details
 organization—logical order
 style—no run-on sentences or unintentional fragments
 formatting—margins, spacing, legibility
 other: _____

5.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: spelling grammar sentence structure
 word usage formatting—margins, spacing

5.4. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

Sentences

5.5. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: simple compound
 complex compound/complex

5.6. *Write simple sentences. (Writing D 10: V)*

5.7. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: select the kind of sentence think about the meaning
 think about the words review the sentence when finished
 other: _____

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Mechanics

- 5.8. Use forms of words that reflect correct grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: nouns—singular and plural, possessive
 verbs—present, past, and future tenses
 subject-verb agreement
 other: _____
- 5.9. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: proper nouns pronoun “I” acronyms
 abbreviations first word of sentence greeting/closing
 titles other: _____
- 5.10. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 5.11. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)*
- 5.12. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: period question mark exclamation point
- 5.13. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: comma—words in a series, compound sentence, address, date, greeting/closing
 apostrophe—contraction, possession
 quotation marks—direct quotation, titles, words used in a special sense
 semicolon—main clauses without conjunctions, items in a series containing other punctuation
 other: _____
- 5.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*
- 5.15. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*
- 5.16. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

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7. Demonstrate knowledge of characteristics of major genres of literature (e.g., novel, short story, play, poetry).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

7.1. Demonstrate knowledge of the features and characteristics of selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ fiction: _____
 ___ non-fiction: _____
 ___ drama: _____
 ___ poetry: _____
 ___ other: _____

7.2. Create a personal response to selected examples of the common forms of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ short story: _____
 ___ novel: _____
 ___ drama: _____
 ___ essay: _____
 ___ poem: _____
 ___ other: _____

7.3. Identify literacy devices used in selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify device: _____
Specify works of literature: _____

8. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, and tone).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ characters ___ setting ___ plot ___ point of view

8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ short stories ___ novels
 ___ plays ___ poems

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8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: short stories novels
 plays poems

8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: adventure science fiction mystery
 romance other: _____

9. Demonstrate knowledge of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and their impact on the public.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

9.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

9.2. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

10. Select and use study skills (e.g., notetaking; using mnemonics, associations, and imagery; research; organizing materials; time management; test-taking).

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.C.2.In.1 plan and implement personal work assignments.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Increasing Recall and Understanding

- 10.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
- 10.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 10.3. Use strategies to remember and understand oral or written directions.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: read aloud paraphrase
 make a drawing or diagram other: _____
- 10.4. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 10.5. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 10.6. *Follow verbal directions to complete a two-step task. (Language B 13: III)*
- 10.7. *Follow verbal directions with more than two steps. (Language B 14: IV)*
- 10.8. *Follow written directions with one-step. (Reading C 11: V)*
- 10.9. *Follow written directions with two-steps. (Reading C 13: VI)*
- 10.10. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 10.11. Use scanning strategies to locate information needed to complete an assignment. (CL.B.1.In.1, CL.B.1.Su.1)
- 10.12. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: who, what, when, and where? which, how, and why?
 other: _____
- 10.13. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)

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10.14. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: make mental pictures create an analogy
 make an association other: _____

10.15. Select and use an appropriate organizational framework to clarify complex information for an assignment. (CL.B.1.In.3)

Specify: outline graphic organizer
 timeline chart or table
 other: _____

10.16. Use strategies to take notes from lectures, discussions or written materials (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)

10.17. Follow a systematic procedure when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.In.2)

Specify: identify topic or main question
 specify questions to be answered or subtopics
 conduct a preliminary search for information using appropriate references and resources
 take notes and cite sources
 review notes and obtain additional information, if needed
 other: _____

10.18. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

Using Feedback

10.19. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)

10.20. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)

10.21. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

10.22. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: answers to tests class assignments

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Problem Solving

- 10.23. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.24. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.25. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.26. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ identify the problem
 _____ identify alternatives
 _____ choose appropriately from a variety of techniques
 _____ implement solution
 _____ evaluate results
- 10.27. Differentiate between those problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

Planning and Time Management

- 10.28. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 10.29. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 10.30. *State steps to complete a task. (Language C 31: VI)*
- 10.31. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ work
- 10.32. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don't get distracted). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ work

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- 10.33. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ personal _____ school _____ work
- 10.34. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ track subtasks on calendar
_____ set an alarm clock as a reminder
_____ begin subtasks on time
_____ check off subtasks when completed
_____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.35. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ try different techniques
_____ seek advice from others
_____ seek assistance from others
_____ reread the instructions or references
_____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ work
- 10.37. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up work station with needed supplies, tools, and equipment before starting
_____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.38. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school _____ work
- 10.39. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school _____ work

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10.40. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area).

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: personal school work

10.41. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: personal school work

10.42. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: personal school work

11. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5 apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

11.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

11.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: work hours—starting time, break, time card
 dress code—uniform, grooming
 locations—reception areas, parking, restrooms
 equipment—storage, maintenance, repairs, supplies
 other: _____

11.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: blueprints floor plans diagrams
 other: _____

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- 11.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: directions for use and storage repair and maintenance
 safety precautions replacement information
 other: _____

- 11.5. Demonstrate functional communication skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

- 11.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: letters reports forms
 charts other: _____

- 12. Demonstrate communication skills required for personal needs and functioning in the community (e.g., reading and writing as leisure activities, using the newspaper, using the Internet and e-mail, maintaining personal correspondence, and keeping records).**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.2.In.1 select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 12.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: following a recipe
 using information found on clothing labels regarding care requirements
 using advertisements to select needed furniture, appliances, and personal goods
 observing warning precautions on appliances and furniture
 storing product manuals and warranties in one location
 using information on product tags, labels, or information booklets
 other: _____

- 12.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: learning about community events and services
 participating in local service organizations
 participating in service activities sponsored by a religious organization
 other: _____

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- 12.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals
_____ learning the rules of a game or sport
_____ obtaining information about a hobby or collection or other leisure interest
_____ communicating with others who share the same leisure interests
_____ other: _____
- 12.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ communicating with others—mail, telephone, e-mail
_____ using public transportation—trains, airplanes
_____ obtaining personal services—haircut, cleaning
_____ shopping—personal items, food, clothing
_____ obtaining emergency services—911, police, fire department
_____ other: _____
- 12.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs. (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 12.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ headlines _____ local news
_____ sports _____ recreational activities
_____ special features _____ comics
_____ advertisements _____ classified ads
_____ other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7910390
Course Title: Life Skills Communication: 9-12
Previous Course Title: Functional Language Arts: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- applications in daily life
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate

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benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Word Identification Skills

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: consonants vowels blends
 patterns syllables other: _____
- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 1.4. Use structural analysis to identify the meaning of unknown written words. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: compound words prefix
 suffix other: _____

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- 1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel”). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: examples direct explanations synonyms
 other: _____
- 1.6. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: printed dictionary electronic dictionary
 person other: _____
- 1.8. Use assistive technology, as necessary, to read words and symbols. (CL.B.1.Su.1)
Specify: _____

Frequently Used Words

- 1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: common words and expressions
 concepts of time
 common objects and locations
 category words
 directional concepts
 other: _____
- 1.10. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.11. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.12. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.13. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 1.14. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.15. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

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- 1.16. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.17. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal hygiene—brush, floss, shower, deodorant
 _____ finances—balance checkbook, budget
 _____ caring for clothes—wash, dry clean
 _____ purchasing items—discount, sale, tax, charge
 _____ other: _____
- 1.18. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, debit, balance
 _____ library—library card, check out, due date, late charge
 _____ volunteer service—organization, responsibilities, schedule
 _____ other: _____
- 1.19. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
 _____ entertainment _____ pets and plants _____ hobbies
 _____ other: _____

Signs and Symbols

- 1.20. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ exit and entrance signs _____ restroom signs
 _____ elevator signs _____ other: _____
- 1.21. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ no smoking, danger, poison
 _____ do not use near water, for outside use only
 _____ shock, use grounded outlets, 220 volts only
 _____ other: _____
- 1.22. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*

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- 2. Use comprehension skills and strategies to increase understanding of information (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic and pictorial clues, rereading, following directions, repeating messages).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Visuals, Passages, and Documents

- 2.1. Paraphrase the meaning of (oral or written) sentences or phrases to clarify meaning (e.g., repeating directions, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: statements questions directions
 commands requests other: _____

- 2.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., finding information for a report, finding a recipe for dessert, finding information on a person). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: key words dates numbers
 charts graphs pictures
 maps answers to questions
 other: _____

- 2.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: match to a list of key information—dates, names, locations
 match to questions to be answered
 scan chapter titles and subtitles for specific words or phrases
 scan pictures or graphics for specific information
 other: _____

- 2.4. Use skills and strategies to identify irrelevant information in a text or visual. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: asking yourself "How does this fit?"
 asking yourself "Is it needed?"
 comparing to similar examples or a model
 other: _____

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- 2.5. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 2.6. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 2.7. Use skills and strategies to determine the main idea of a paragraph, section, or document for school or work. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify the first sentence or topic _____ paraphrase information
 _____ identify information that is repeated _____ scan chapter headings
 _____ other: _____
- 2.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 2.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 2.10. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 2.11. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 2.12. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 2.13. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*
- 2.14. *Distinguish between true and false statements. (Reading E 19: V)*
- 2.15. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*
- 2.16. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 2.17. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.18. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.19. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 2.20. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 2.21. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 2.22. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)

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- 2.23. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.24. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.25. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)
- 2.26. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 2.28. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 2.29. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 2.30. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 2.31. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

3. Use communication skills to express information appropriately in conversations (e.g., use of volume, stress, and pronunciation; use of eye contact and body language).

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ home ___ school ___ community ___ workplace

3.2. Use appropriate nonverbal language and gestures when communicating.

(CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____

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3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: _____ initiating topics
_____ maintaining topics
_____ active listening
_____ taking turns
_____ ending a conversation
_____ repairing communication breakdowns
_____ showing sensitivity to cultural differences
_____ other: _____

3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: _____ tone of voice _____ pitch
_____ fluency (rate and rhythm) _____ loudness
_____ duration _____ other: _____

3.5. *Respond to a voice or environmental sound. (Language A 1: I)*

3.6. *Locate a sound source. (Language A 2: I)*

3.7. *Use language to indicate displeasure or dislike. (Language C 16: I)*

3.8. *Respond to own name. (Language A 5: I)*

3.9. *Express self-identity by telling first name. (Language C 17: II)*

3.10. *Express self-identity by telling full name. (Language C 21: III)*

3.11. *Use language to give simple commands. (Language C 18: II)*

3.12. *Use language to respond to verbal greetings. (Language C 19: II)*

3.13. *Express wants and needs. (Language C 20: II)*

3.14. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

3.15. *Use language to initiate social greeting. (Language C 23: III)*

3.16. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3.17. *Use language to relate recent personal experiences. (Language C 26: IV)*

3.18. *Express personal beliefs or opinions. (Language C 28: V)*

3.19. *Use language to participate appropriately in conversation. (Language C 29: V)*

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- 3.20. *Use language to initiate conversation. (Language C 30: VI)*
- 3.21. Use correct articulation to produce phonemes. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.22. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.23. *Imitate or approximate words. (Language A 4: II)*
- 3.24. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a reference, how to dress for physical education
 _____ personal task—how to use the microwave, how to find a location
 _____ leisure task—how to pack for vacation, how to take care of a pet
 _____ work task—how to answer a telephone
- 3.25. Use assistive technology for augmentative or alternative communication systems, as necessary for expressing information. (CL.B.2.Su.2)

General Listening Skills

- 3.26. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ relaxed _____ attentive
 _____ social _____ defensive
 _____ other: _____
- 3.27. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

Listening to Directions

- 3.28. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
 _____ write directions _____ make a drawing or diagram
 _____ other: _____
- 3.29. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.30. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.31. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.32. *Follow verbal directions with more than two steps. (Language B 14: V)*

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4. Use writing skills to organize and present information according to the specified purpose (e.g., lists, correspondence, notes, reports, forms).

Note: Electronic tools and software may be used if available.

- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Handwriting or Keyboarding

- 4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: style—manuscript or cursive spacing size
 letter formation orientation
 other: _____

- 4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: letters reports forms
 charts other: _____

- 4.4. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: handwriting typewriter or keyboarding
 other: _____

- 4.5. Use assistive technology, as necessary, for writing.

Specify: _____

Personal Information

- 4.6. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: name address phone number
 date of birth race other: _____

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- 4.7. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.8. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 4.9. Identify information needed to complete forms in order to have the proper documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.10. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.11. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)
Specify personal information—name, address, phone, birth date
 sex—male/female
 race—White/Hispanic/Black/Asian/Native American
 other: _____
- 4.12. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 4.13. *Complete simple order blanks. (Writing D 14: VII)*

Organizing Information

- 4.14. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: daily events daily tasks
 checks and deposits other: _____
- 4.15. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items, application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: report summary
 letter of complaint letter of application
 other: _____
- 4.16. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: article report
 letter message
 other: _____

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Formatting

- 4.17. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note—give a friend directions, let your family know that you will be late
 memo—announce an event to your co-workers at the office
 letter—friendly, complaint, request, application
 message—let a family member know that someone called
 report—summary of a school project
 other: _____

- 4.18. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note memo/e-mail
 letter brief description
 report cards and invitations
 other: _____

- 4.19. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: caller's name date who caller represents
 time phone number who the message is for
 message other: _____

- 4.20. List information (who, what, when, and where) of a given message.

(Writing D 11: VI)

- 4.21. Write a letter and address an envelope. (Writing D 12: VI)

5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Sentences

- 5.1. Use complete sentences to express thoughts when writing.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ simple _____ compound
 _____ complex _____ compound/complex
- 5.2. Write simple sentences. (Writing D 10: V)
- 5.3. Use self-monitoring strategies to assist in writing complete sentences.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ select the kind of sentence _____ think about the meaning
 _____ think about the words _____ review the sentence when finished
 _____ other: _____

Mechanics

- 5.4. Use forms of words that reflect correct usage of grammar when writing.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ nouns—singular and plural, possessive
 _____ verbs—present, past, and future tenses
 _____ subject-verb agreement
 _____ other: _____
- 5.5. Use correct capitalization in preparing documents and written communications.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ proper nouns _____ pronoun “I” _____ acronyms
 _____ abbreviations _____ first word of sentence _____ greeting/closing
 _____ titles _____ other: _____
- 5.6. Capitalize the first letter of own first and last name. (Writing C 6: IV)
- 5.7. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)
- 5.8. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ period _____ question mark _____ exclamation point
- 5.9. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ comma—words in a series, compound sentence, address, date, greeting/closing
 _____ apostrophe—contraction, possession
 _____ quotation marks—direct quotation, titles
 _____ other: _____

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- 5.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: article report
 letter message
 other: _____

6. Demonstrate awareness of differences in language usage related to situations, tasks, and personal preferences (e.g., dialect, slang, jargon).

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 6.1. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.2. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.3. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

7. Demonstrate awareness of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and its impact on the public.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Course Number: 7910390 - Life Skills Communication: 9-12

- 7.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

- 7.2. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspapers magazines television
 radio people Internet
 other: _____

8. Select and use study and task-management skills (e.g., completing assignments, organizing materials, time management, test-taking).

- CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Increasing Recall and Understanding

- 8.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

- 8.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

- 8.3. Use strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: read aloud paraphrase
 make a drawing or diagram other: _____

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- 8.4. *Follow written directions with one-step. (Reading C 11: V)*
- 8.5. *Follow written directions with two-steps. (Reading C 13: VI)*
- 8.6. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.7. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.8. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of materials). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Complete tasks needed to solve problems at school (e.g., use time management strategies, talk to teacher about extended time on some assignments, obtain necessary supplies and resources). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.11. Seek assistance when needed to solve problems at school (e.g., seek help from school counselor, teacher, psychologist; work cooperatively with peers). (CL.B.4.In.2, CL.B.4.Su.2)

Planning and Time Management

- 8.12. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.13. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.14. *State steps to complete a task. (Language C 31: VI)*
- 8.15. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don't get distracted). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ work

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- 8.16. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: track subtasks on calendar
 set an alarm clock as a reminder
 begin subtasks on time
 check off subtasks when completed
 other: _____
Specify setting: personal school work
- 8.17. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: try different techniques
 seek advice from others
 seek assistance from others
 read the instructions or references
 other: _____
Specify setting: personal school work
- 8.18. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: personal school work
- 8.19. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: use a checklist with pictures or descriptions of supplies, tools, and equipment
 set up work station with needed supplies, tools, and equipment before starting
 other: _____
Specify setting: personal school work
- 8.20. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: personal school work
- 8.21. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: personal school work
- 8.22. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: personal school work

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9. Demonstrate skills required for communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

9.1. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: work hours—starting time, break, time card
 dress code—uniform, grooming
 locations—reception areas, parking, restrooms
 equipment—storage, maintenance, repairs, supplies
 other: _____

9.2. Identify information contained in simple graphics used in the workplace (e.g., building a table, reading a report). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: blueprints floor plans diagrams
 other: _____

9.3. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, cleaning the machines). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: directions for use and storage repair and maintenance
 safety precautions replacement information
 other: _____

9.4. Demonstrate functional communication skills commonly used in the work environment to gain information (e.g., writing correspondence, talking with customers, asking for assistance). (CL.C.2.In.5, CL.C.2.Su.5)

9.5. Demonstrate functional reading skills commonly used in the work environment (e.g., reading instructions, checking labels, reading manuals). (CL.C.2.In.5, CL.C.2.Su.5)

9.6. Produce written communications accurately to meet requirements of the workplace (e.g., letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: letters reports forms
 charts other: _____

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10.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ communicating with others—mail, telephone, e-mail
_____ using public transportation—bus, taxi, airplane
_____ obtaining personal services—haircut, dry cleaning
_____ shopping—personal items, food, clothing
_____ obtaining emergency services—911, police, fire department
_____ other: _____

10.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word of mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

10.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: _____ headlines _____ local news _____ sports
_____ recreational activities _____ special features _____ comics
_____ advertisements _____ classified ads
_____ other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7910400
Course Title: Life Skills Reading: 9-12
Previous Course Title: Functional Reading Skills: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- vocabulary
- word attack skills
- comprehension skills
- reading in daily activities
- reading in the workplace
- reading as a leisure activity

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

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ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper- and lowercase letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Identify letters when completing functional tasks (e.g., finding own name card, locating seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 1.4. Distinguish phonological (sounds) and graphic (letters) differences in words.
Specify: presented visually presented orally
- 1.5. Identify rhyming words presented orally.
- 1.6. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.7. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.8. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.2, CL.B.1.Su.2)

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- 1.10. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: furniture appliances interior design
 supplies entertainment other: _____
- 1.11. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: buildings signs landmarks
 other: _____
- 1.12. Identify objects, locations, events, or persons needed in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.14. *Identify information from a picture. (Reading A 4: IV)*

2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Word Identification Skills

- 2.1. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: initial, medial, and final consonants
 long and short vowels
 initial, medial, and final blends
 patterns and silent letters
 syllables
 other: _____
- 2.2. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: compound words prefix
 suffix other: _____
- 2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: examples direct explanations
 synonyms other: _____

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2.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*

2.5. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up the meaning of a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: printed dictionary electronic dictionary
 person other: _____

3. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

Signs and Symbols

3.1. Identify the meaning of symbols and icons used on signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: exit and entrance signs restroom signs
 elevator signs other: _____

3.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: no smoking, danger, poison
 do not use near water, for outside use only
 shock, use grounded outlets, 220 volts only
 other: _____

3.3. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*

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Independent Functioning Vocabulary

- 3.15. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: banking—withdrawal, deposit, account number, debit, balance
 library—library card, check out, due date, late charge
 volunteering—organization, hours, responsibilities
 other: _____

- 3.16. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: caring for clothing and personal items
 preparing and storing food
 maintaining lawn and garden
 other: _____

- 3.17. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: indoor games outdoor activities sports
 entertainment pets and plants hobbies
 other: _____

Abbreviations and Acronyms

- 3.18. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: linear—ft., yd., mi., m. area—sq. ft., sq. yd.
 weight—oz., lb., # volume—c., l., tbs., tsp.
 money—\$, ¢ time—min., hr., Tues., Dec.
 other: _____

- 3.19. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: medical organizations—Health Maintenance Organization (HMO)
 government agencies—Developmental Services (DS),
Vocational Rehabilitation (VR)
 mail services—Federal Express (FEDEX), United Parcel Service
(UPS), United States Postal Services (USPS)
 other: _____

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3.20. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: personal—Mr., Ms.
 professional—C.P.A., M.D.
 degrees—Ph.D., M.Ed., B.S.
 other: _____

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: radio—WFSU television—WPBS
 web addresses—www.firm.edu

3.22. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: home school community workplace

4. Use comprehension skills and strategies to increase understanding of information in texts (e.g., reading for main idea and details, paraphrasing, self-questioning, using pictorial and graphic clues, rereading).

- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Visuals, Passages, and Documents

4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: statements questions directions
 commands requests other: _____

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- 4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for a dessert; leisure—finding information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: key words dates numbers
 charts graphs pictures
 maps answers to questions
 other: _____

- 4.3. *Answer factual questions about paragraphs. (Reading C 9: V)*

- 4.4. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

- 4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: identify the first sentence or topic
 paraphrase information
 identify information that is repeated
 scan chapter headings
 other: _____

- 4.6. *Determine main idea stated in a paragraph. (Reading C 8: V)*

- 4.7. *Determine the order of events in a paragraph. (Reading C 10: V)*

- 4.8. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*

- 4.9. *Identify the implied causes or effect in a paragraph. (Reading D 16: VII)*

- 4.10. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

- 4.11. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*

- 4.12. Use skills and strategies to relate and integrate new information in a text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: identify common elements or situations
 distinguish what is different
 relate new information to concepts already understood
 other: _____

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Using Information Resources

- 4.13. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____
- 4.14. Use an appropriate source to obtain written information on current events. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____
- 4.15. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 4.16. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 4.17. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles
 _____ magazine—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 4.18. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 4.19. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

- 4.20. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ bar graphs _____ pie charts _____ tables
 _____ other: _____
- 4.21. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

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4.22. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: roads rivers, lakes
 cities and towns mileage
 direction airports, parks
 other: _____

4.23. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

4.24. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: city or state map atlas other: _____

Organizing Information

4.25. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

4.26. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)

4.27. *Alphabetize words using the first letter. (Reading F 22: V)*

4.28. *Alphabetize words using the first two letters. (Reading F 25: VI)*

4.29. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

4.30. Organize information chronologically when completing functional tasks (e.g., filing sales receipt for later reference to return an item, determining sequence of events). (CL.B.1.In.3)

4.31. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

4.32. Organize information by categories when completing functional tasks (e.g., when filing bills, when sorting pictures). (CL.B.1.In.3)

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5. Determine whether information presented in text is fact/opinion or fiction/nonfiction.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ match information with other sources
 ___ look for words such as *always, never*
 ___ identify words that indicate feelings or emotions
 ___ other: _____

5.2. Distinguish between true and false statements. (Reading E 19: V)

5.3. Distinguish between fact and opinion in sentences. (Reading E 20: VI)

5.4. Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)

5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ identify exaggerations ___ identify false claims
 ___ evaluate realism ___ other: _____

6. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

6.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)

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6.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line).

(CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ work hours—starting time, break, time card
_____ dress code—uniform, grooming
_____ locations—reception areas, parking, restrooms
_____ equipment—storage, maintenance, repairs, supplies
_____ other: _____

6.3. Identify information contained in simple graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ blueprints _____ floor plans _____ diagrams
_____ other: _____

6.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, replacing paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ directions for use and storage _____ repair and maintenance
_____ safety precautions _____ replacement information
_____ other: _____

6.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals, policies, correspondence, instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

6.7. *Follow written directions with one step.* (Reading C 11: V)

6.8. *Follow written directions with two steps.* (Reading C 13: VI)

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- 7.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 7.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: headlines local news
 sports recreational activities
 special features comics
 advertisements classified ads
 other: _____
- 7.7. Use advertisements in newspapers, store handouts, and posters to complete personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.8. Use personal care information found in magazines or newspapers or on the Internet to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of home care). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.10. Use information found in newspapers or magazines or on the Internet to identify community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: storage warning labels dosage
 instructions other: _____
- 8. Relate works of literature to real life experiences.**
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 8.1. Identify similarities between individuals in real life and characters in selected stories, poems, or other works of literature. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.2. Identify events in works of literature that appear to be realistic. (CL.B.1.In.2, CL.B.1.Su.2)
- 8.3. Identify ways in which selected works of literature have influenced or affected own behavior (e.g., motivating, entertaining, showing other sides of an issue). (CL.B.1.In.2, CL.B.1.Su.2)

9. Determine personal preferences for types of reading as a leisure activity.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
 - verbal prompt
 - visual prompt
 - assistive technology
 - supervision
 - other: _____
-

- 9.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: newspapers and magazines
 fiction—mystery, adventure, romance
 nonfiction—biographical, scientific, historical
 other: _____
- 9.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 9.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7912050
Course Title: Math: 9-12
Previous Course Title: Applied Math: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in post-school adult living and in the world of work.

The content should include, but not be limited to, the following:

- number systems, including whole numbers, fractions, and decimals
- number operations and computation
- measurement concepts in length, weight, volume, time, and money
- geometric concepts
- algebraic concepts, including problem solving
- probability and data analysis
- use of calculators
- applications in personal life
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent levels who are generally capable of working and living independently and may need

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occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of number concepts and systems, including whole numbers, fractions, and decimals.**

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Numbers

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 1.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ to 10 ___ to 100 ___ to 1000
 ___ to 10,000 ___ to 100,000
- 1.5. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 1.6. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 1.7. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

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- 1.8. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000
- 1.9. *Count from 1 to 5. (Mathematics B 8: III)*
- 1.10. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ by 2s _____ by 5s _____ by 10s _____ by 100s
- 1.11. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 1.12. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to 10 _____ to 100 _____ to 1000
 _____ to 10,000 _____ to 100,000
- 1.13. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000
 _____ to 10,000 _____ to 100,000
- 1.14. *Identify one and one more. (Mathematics A 2: III)*
- 1.15. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ first, middle, last _____ to 5th
 _____ to 10th _____ to 100th
- 1.16. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 1.17. *Demonstrate understanding the concept of middle. (Mathematics A 4: IV)*
- 1.18. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)

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- 1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.22. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.23. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

Place Value

- 1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths
- 1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths

Fractions/Decimals/Percents

- 1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: halves thirds fourths fifths
 sixths eighths tenths twelfths
 other: _____
- 1.27. *Identify halves and fourths of an area. (Mathematics J 74: V)*
- 1.28. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.29. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, determining 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

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- 1.30. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: $1/2 = 50\%$ $1/4 = 25\%$ $3/4 = 75\%$
 $1/3 = 33\%$ $2/3 = 67\%$ other: _____
- 1.31. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50\%$, $1/4 = 25\%$). (Mathematics J 75: VI)*
- 1.32. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.33. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.34. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.35. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.2.In.1, CL.B.2.Su.1)

2. Use estimation in problem solving and computation.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal before purchasing, estimating how much money is needed to fill a gas tank, estimating the average rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can fit through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

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- 2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how many pounds of fruit must be purchased or how many ounces of cheese to buy for a pizza, estimating how much weight you can lift when working out). (CL.B.3.In.2, CL.B.3.Su.2)

3. Add and subtract whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Addition

- 3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping
Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 3.4. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 3.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 3.6. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*

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- 3.7. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 3.8. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*
- 3.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 3.10. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*
- 3.11. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 3.12. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 3.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 3.14. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border is needed to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ like denominators _____ unlike denominators _____ mixed numbers
- 3.15. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

Subtraction

- 3.16. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)

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3.17. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)

3.18. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

- Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping
- Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

3.19. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*

3.20. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*

3.21. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*

3.22. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*

3.23. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*

3.24. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*

3.25. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*

3.26. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

- Specify: single digit multiple digits
 without regrouping with regrouping
- Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

3.27. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

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- 3.28. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much fabric will be left when you cut off a half a yard). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: like denominators unlike denominators mixed numbers

4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Multiplication

- 4.1. Identify the meaning of the concept of multiplication (e.g., double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.3. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping
Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 4.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*
- 4.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*
- 4.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: single digit multiple digits
 without regrouping with regrouping
Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 4.7. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

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- 4.8. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating amount of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)
- 4.9. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: like denominators unlike denominators mixed numbers

Division

- 4.10. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign \div). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.11. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing amount owed for a large purchase into monthly payments). (CL.B.3.In.1, CL.B.3.Su.1)
- 4.12. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping
Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 4.13. *Identify basic division facts products through 81. (Mathematics I 71: VI)*
- 4.14. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: single digit multiple digits
 without remainders with remainders
Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 4.15. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*
- 4.16. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

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- 4.17. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many bows you can make from $1\frac{3}{4}$ yards of ribbon, if each takes $\frac{1}{2}$ yard). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: like denominators unlike denominators mixed numbers

- 4.18. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

5. Use ratio, proportion, and percents to solve problems related to personal life and the workplace (e.g., calculating rate of interest, combining liquids, creating scale drawings).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.2. Identify situations in daily living when percent is used (e.g., calculating grades or interest rates, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.3. Solve problems involving percent to accomplish functional tasks (e.g., calculating interest, determining amount used). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.4. Identify the meaning of ratio (e.g., relation in amount, size, or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.6. Identify the meaning of proportion (e.g., distribution, relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.7. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.8. Solve problems involving ratio and proportion to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

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6. Select and use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Linear Measurement

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ inches ___ feet ___ yards
 ___ miles ___ centimeters ___ meters
 ___ other: _____

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ linear—in., ft., yd., mi., cm., m.
 ___ area—sq. ft., sq. yd., sq. mi.
 ___ other: _____

6.3. Identify the most appropriate tools or equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ ruler ___ tape measure ___ yard stick
 ___ other: _____

6.4. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*

6.5. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

6.6. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ ruler ___ tape measure ___ yard stick
 ___ other: _____

6.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*

6.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

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- 6.9. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: 12 inches = 1 foot 3 feet = 1 yard
 36 inches = 1 yard other: _____
- 6.10. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: no conversion conversion
- 6.11. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

Volume/Capacity

- 6.12. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____
- 6.13. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: volume—c., tsp., Tbs., gal., l.
 other: _____
- 6.14. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: measuring cups and spoons containers marked by volume
 other: _____
- 6.15. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)*
- 6.16. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____
- 6.17. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

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- 6.18. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 3 teaspoons = 1 tablespoon _____ 4 cups = 1 quart
 _____ 4 quarts = 1 gallon _____ other: _____

- 6.19. *Determine capacity by measuring to the nearest cup, quart, or gallon.*
(Mathematics F 51: VI)

- 6.20. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-liter bottle of soda, getting the right size of can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion

Weight

- 6.21. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ounce _____ pound _____ ton
 _____ other: _____

- 6.22. Identify abbreviations for weight measurement units when completing functional tasks (e.g., filling out a weight chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ weight—oz., lb.
 _____ other: _____

- 6.23. Identify the most appropriate tools or equipment to measure weight when completing functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ bathroom scales _____ postal scales _____ produce scales
 _____ other: _____

- 6.24. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ bathroom scales _____ postal scales _____ produce scales
 _____ other: _____

- 6.25. *Determine weight by measuring to the nearest pound.* (Mathematics F 52: VI)

- 6.26. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 16 ounces = 1 pound _____ 2000 pounds = 1 ton
 _____ other: _____

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- 6.27. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ no conversion _____ conversion

7. Select and use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Time

- 7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ today, tomorrow _____ other: _____

- 7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ time—min., hr., wk., mo., yr., Tues., Dec.
 _____ other: _____

- 7.3. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

- 7.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)

- 7.5. Identify the days of the week. (Mathematics G 58: IV)

- 7.6. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)

- 7.7. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

- 7.8. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ 60 seconds = 1 minute _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____

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- 7.9. *Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)*
- 7.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 7.11. *Tell time to the hour. (Mathematics G 57: IV)*
- 7.12. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 7.13. *Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)*
- 7.14. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.15. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 7.16. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 7.17. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 7.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

Temperature

- 7.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, reading an oral thermometer, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ degrees Fahrenheit _____ degrees Celsius
- 7.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing and boiling points of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 7.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

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- 7.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ thermometers—weather, oral, cooking
 _____ thermostat—furnace, car, motor
 _____ other: _____
- 7.23. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*
- 7.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
 _____ thermostat—furnace, car, motor
 _____ other: _____
- 7.25. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*
- 7.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven's temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

- 7.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.28. *Identify coins as money. (Mathematics E 31: III)*
- 7.29. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 7.30. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 7.31. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 7.32. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 7.33. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____

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- 7.34. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.38. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00
 _____ to \$100.00 _____ other: _____
- 7.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 7.40. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.41. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.43. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 7.44. Calculate correct change to accomplish functional tasks (e.g., selling items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.45. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.46. Solve problems involving discounts to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.47. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

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- 7.48. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.49. *Associate the financial institution (e.g., bank, credit union) with money.*
(Mathematics E 34: IV)
- 7.50. *Identify the purposes of a checking and savings account.* (Mathematics E 39: V)
- 7.51. *Identify which documents to show for proper identification for check cashing.*
(Mathematics E 43: VI)
- 7.52. *Complete a check and deposit slip and record in check register.*
(Mathematics E 44: VI)
- 7.53. *Complete forms associated with a savings account.* (Mathematics E 45: VI)

8. Apply concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., using blueprints, diagrams, maps, models).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 8.1. Identify 2-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table).
(CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ square ___ rectangle ___ triangle ___ circle
 ___ other: _____
- 8.2. Identify 3-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ cube ___ sphere ___ cylinder ___ cone
 ___ other: _____
- 8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

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- 8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)
- 8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance traveled around a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

9. Apply effective algebraic problem-solving strategies in situations related to personal life and the workplace (e.g., classification schemes, formulas, patterns, graphs).

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

Algebraic Thinking

- 9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.3. Identify the variables and operations expressed in a formula or equation to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./\$1). (CL.B.3.In.1, CL.B.3.Su.1)
- 9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room— $l \times w$; to determine the overdue book fine—days x fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)

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- 9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time— $r = d/t$, calculating salary given hourly wage and hours worked— $\text{wage} \times \text{hours} = \text{salary}$). (CL.B.3.In.2, CL.B.3.Su.2)
- 9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

- 9.7. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy
 explain results
 other: _____

- 9.8. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

- 9.9. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)

Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

- 10. Apply concepts of probability and data analysis in situations related to personal life and the workplace (e.g., predicting likelihood, interpreting average and percent).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)

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- 10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship a team is favored 2-1 to win a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)
- 10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

11. Interpret graphs, tables, and other types of data displays in situations related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)
- 11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ mean (average)—estimating the average cost of school supplies
 ___ mode (most frequent)—determining when a restaurant has the most customers
- 11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.4. Identify the meaning of information that displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ charts ___ graphs ___ tables ___ other: _____
- 11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time a student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

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12. Use calculators and other electronic tools to assist with computation.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

12.1. Identify the most appropriate electronic tools to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.1, CL.C.2.In.2)

12.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)

12.3. Demonstrate skills needed to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ turning on and off
 ___ entering a number
 ___ entering a function—add, subtract, multiply, divide
 ___ getting a total
 ___ using percent
 ___ clearing the display
 ___ correcting a mistake
 ___ other: _____

12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)

12.5. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

12.6. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

12.7. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

12.8. *Use a calculator to perform complex multiplication computations. (Mathematics H 69: VII)*

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7912340
Course Title: Life Skills Math: 9-12
Previous Course Title: Functional Math: Comprehensive
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at independent and supported levels to prepare to participate effectively in post-school adult living and in the world of work.

The content should include, but not be limited to, the following:

- numeration
- measurement
- money
- time
- computational skills
- geometry
- applications in personal life
- applications in the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
- Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
 - partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Use whole numbers and common fractions and decimals in situations related to personal life and the workplace.**

- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Numbers

- 1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 1.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying bus numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: to 10 to 100 to 1000
 to 10,000 to 100,000

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- 1.5. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 1.6. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 1.7. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*
- 1.8. *Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)*
Specify: _____ to 10 _____ to 100 _____ to 1000
- 1.9. *Count from 1 to 5. (Mathematics B 8: III)*
- 1.10. *Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams). (CL.B.3.In.2, CL.B.3.Su.2)*
Specify: _____ by 2s _____ by 5s
 _____ by 10s _____ by 100s
- 1.11. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 1.12. *Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)*
Specify: _____ to 10 _____ to 100 _____ to 1000
 _____ to 10,000 _____ to 100,000
- 1.13. *Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)*
Specify: _____ to 10 _____ to 100 _____ to 1000
 _____ to 10,000 _____ to 100,000
- 1.14. *Identify one and one more. (Mathematics A 2: III)*
- 1.15. *Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)*
Specify: _____ first, middle, last _____ to 5th
 _____ to 10th _____ to 100th
- 1.16. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 1.17. *Demonstrate understanding the concept of middle. (Mathematics A 4: IV)*

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- 1.18. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.22. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.23. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

Place Value

- 1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths
- 1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths

Fractions/Decimals/Percents

- 1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: halves thirds
 fourths fifths
 sixths eighths
 tenths twelfths
 other: _____
- 1.27. *Identify halves and fourths of an area. (Mathematics J 74: V)*

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- 1.28. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)
- 1.29. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half-off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ $1/2 = 50\%$ _____ $1/4 = 25\%$ _____ $3/4 = 75\%$
 _____ $1/3 = 33\%$ _____ $2/3 = 67\%$ _____ other: _____
- 1.30. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50\%$, $1/4 = 25\%$).
(Mathematics J 75: VI)*
- 1.31. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.32. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.33. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.34. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.1.In.2, CL.B.1.Su.2)

2. Add and subtract whole numbers and decimals to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Addition

- 2.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

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- 2.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
 Specify: _____ single digit _____ multiple digits
 _____ decimals _____ fractions, mixed numbers
 _____ without regrouping _____ with regrouping
 Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 2.4. Add two sets of objects, sums through 12. (Mathematics C 15: IV)
- 2.5. Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)
- 2.6. Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)
- 2.7. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)
- 2.8. Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)
- 2.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
 Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
 Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 2.10. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)
- 2.11. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)
- 2.12. Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)
- 2.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)
 Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
 Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____

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Subtraction

- 2.14. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.15. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)
- 2.16. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
 _____ decimals _____ fractions, mixed numbers
 _____ without regrouping _____ with regrouping
Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 2.17. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 2.18. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 2.19. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 2.20. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 2.21. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 2.22. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 2.23. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 2.24. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
Specify method: _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____

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2.25. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

3. Use a calculator to multiply and divide whole numbers to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Multiplication

3.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

3.3. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ single digit ___ multiple digits
 ___ decimals ___ fractions, mixed numbers
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

3.4. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.5. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ___ single digit ___ multiple digits
 ___ without regrouping ___ with regrouping
Specify method: ___ mentally ___ uses a table or chart
 ___ uses counters or tallies ___ uses an abacus
 ___ uses a calculator ___ other: _____

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- 3.7. *Apply multiplication skills to solve one-step applied problems.*
(Mathematics H 70: VII)

Division

- 3.8. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign $[\div]$). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.9. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

- 3.10. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping

Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

- 3.11. *Identify basic division facts products through 81.* (Mathematics I 71: VI)

- 3.12. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: single digit multiple digits
 without remainders with remainders

Specify method: mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

- 3.13. *Use division to solve one-step applied problems.* (Mathematics I 72: VII)

4. Use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Course Number: 7912340 - Life Skills Math: 9-12

Linear Measurement

- 4.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards _____ miles
_____ other: _____
- 4.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ linear—in., ft., yd., mi., m. _____ area—sq. ft., sq. yd., sq. mi.
_____ other: _____
- 4.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure _____ yard stick
_____ other: _____
- 4.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 4.5. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure _____ yard stick
_____ other: _____
- 4.6. *Determine which of three or more objects is smallest, largest, shortest, or tallest. (Mathematics A 5: IV)*
- 4.7. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 4.8. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 4.9. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion
- 4.10. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

Volume/Capacity

- 4.11. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____

- 4.12. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: volume—c., l., tsp., Tbs., gal.
 other: _____

- 4.13. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: measuring cups and spoons containers marked by volume
 other: _____

- 4.14. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)*

- 4.15. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: cup pint quart
 gallon liter teaspoon
 tablespoon other: _____

- 4.16. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*

- 4.17. *Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)*

- 4.18. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-liter bottle of soda, getting the right-sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: no conversion conversion addition

Weight

- 4.19. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ounce pound
 ton other: _____

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- 4.20. Identify abbreviations for weight measurement units when completing functional tasks (e.g., recording your weight on a chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: weight—oz., lb. other: _____
- 4.21. Identify the most appropriate tools and equipment used to measure weight when completing functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: bathroom scales postal scales produce scales
 other: _____
- 4.22. Measure weight accurately using the appropriate tool when completing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: bathroom scales postal scales produce scales
 other: _____
- 4.23. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 4.24. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: no conversion conversion

5. Use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Time

- 5.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: seconds, minutes, hours days, weeks, months, years
 seasons of the year now, later, future, past
 today, tomorrow other: _____
- 5.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: time—min., hr., wk., mo., yr., Mon., Tues., Dec.
 other: _____

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- 5.3. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)
- 5.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)
- 5.5. Identify the days of the week. (Mathematics G 58: IV)
- 5.6. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)
- 5.7. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)
- 5.8. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 30-minute activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 60 seconds = 1 minute _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 5.9. Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)
- 5.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 5.11. Tell time to the hour. (Mathematics G 57: IV)
- 5.12. Tell time to the hour and half hour. (Mathematics G 59: V)
- 5.13. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)
- 5.14. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.15. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)
- 5.16. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 5.17. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion

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5.18. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*

Temperature

5.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ degrees Fahrenheit _____ degrees Celsius

5.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ freezing and boiling points of water _____ normal body temperature
_____ comfortable room temperature _____ other: _____

5.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

5.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ thermometers—weather, oral, cooking
_____ thermostat—furnace, motor
_____ other: _____

5.23. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*

5.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ thermometer—weather, oral, cooking
_____ thermostat—furnace, car, motor
_____ other: _____

5.25. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*

5.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven's temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

5.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00 _____ to \$100.00
_____ other: _____

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- 5.28. *Identify coins as money. (Mathematics E 31: III)*
- 5.29. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 5.30. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 5.31. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 5.32. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 5.33. **Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a \$2.00 item, paying for the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)**
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 5.34. **Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)**
- 5.35. **Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)**
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 5.36. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 5.37. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 5.38. **Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)**
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 5.39. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 5.40. **Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)**
- 5.41. **Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)**
- 5.42. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*

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- 5.43. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 5.44. Calculate correct change to accomplish functional tasks (e.g., verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to \$1.00 to \$5.00 to \$10.00
 to \$20.00 to \$100.00 other: _____
- 5.45. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*

6. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

-
- 6.1. Identify common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: preparing and following weekly and monthly budgets
 managing and protecting personal cash
 using checking and savings accounts
 buying goods and services
 paying bills, contributing to charities
 using comparative shopping to make wise purchases
 using a credit, debit, or ATM card
 paying income and other kinds of taxes
 saving and investing money
 buying insurance
 other: _____
- 6.2. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.3. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 6.4. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*
- 6.5. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

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- 6.6. Use essential knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: using coins and bills to pay for goods and services
 selecting desired goods and services based on needs and available funds
 evaluating claims in advertisements
 understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
 entering into long-term contracts and loans
 using ATM and debit cards
 using credit cards or charge accounts
 maintaining checking and savings accounts at a bank or credit union
 other: _____

- 6.7. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

- 6.8. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

- 6.9. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

- 6.10. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

- 7. Use basic concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., room layout, use of models, maps).**

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 7.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying stop and yield signs by their shapes, buying a mat for a picture frame, matching the shape of a tablecloth to a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: square rectangle triangle
 circle other: _____

- 7.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube to package a poster, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: cube sphere cylinder cone
 other: _____

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- 7.3. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.4. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)
- 7.5. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., buying a mat for a photograph, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)
- 8. Apply appropriate mathematical problem-solving strategies in situations related to personal life and the workplace (e.g., estimation, rounding, checking for accuracy, using electronic devices).**
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 8.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed to buy gas to fill a gas tank, estimating the hourly rate of speed of a car). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year—lights, TV, heater; estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)

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- 8.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in getting ready for work). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 8.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

- 8.8. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy
 explain results
 other: _____

- 8.9. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

- 8.10. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.2, CL.B.4.Su.2)

Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

9. Interpret simple bar graphs and tables in situations related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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9.1. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: charts graphs tables

9.2. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

9.3. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping). (CL.B.3.In.2, CL.B.3.Su.2)

10. Use calculators and other electronic tools to assist with computation.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

10.1. Identify the most appropriate electronic tools to use in solving selected mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.C.2.In.2, CL.C.2.Su.2)

10.2. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.C.2.In.2, CL.C.2.Su.2)

10.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: turning on and off
 entering a number
 entering a function—add, subtract, multiply, divide
 getting a total
 using percent
 clearing the display
 correcting a mistake
 other: _____

10.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 50 percent off sale, determining the average of five grades, determining the tax on a restaurant bill). (CL.C.2.In.2, CL.C.2.Su.2)

10.5. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

10.6. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*

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10.7. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

10.8. *Use a calculator to perform complex multiplication computations.
(Mathematics H 69: VII)*

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics: Subject Areas
Course Number: 7920010
Course Title: Science: 9-12
Previous Course Title: Applied Science
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- life science:
 - plants and animals
 - human growth and development
- physical science:
 - matter and energy
 - force and motion
- earth science:
 - climate and weather
 - the solar system
- application of scientific knowledge

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.

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Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Laboratory activities including the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).**

- CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. Identify characteristics of major elements of the scientific process. (CL.B.4.In.1, CL.B.4.Su.1)**

- Specify: ___ using methods and tools of observation and measurement
___ experimenting and reproducing results
___ controlling conditions
___ testing hypotheses and investigating
___ determining cause and effect and making inferences
___ drawing conclusions based on observations
___ other: _____

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1.2. Identify basic apparatus and equipment used for scientific study.

- Specify: beakers, test tubes, pipette
 microscope, magnifying glass, thermometer
 scales, other measurement devices
 other: _____

1.3. Identify and follow safety practices and considerations needed when conducting scientific activities.

- Specify: wear protective goggles, clothing, gloves
 use and store chemicals appropriately
 handle materials and animals appropriately
 use equipment, including gas and electrical devices, safely
 identify hazards and potentially dangerous situations—
flame, fumes, broken glass, poisons
 respond effectively to emergency situations
 other: _____

1.4. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

1.5. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

1.6. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

1.7. *Safely handle potentially harmful objects and materials (Social and Personal D 34: IV)*

1.8. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

1.9. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

1.10. Follow a systematic approach using scientific concepts and processes to solve problems in accomplishing functional tasks (e.g., predicting what will happen if I put too much air in a bicycle tire, testing which type of battery will last longer in a portable CD player). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

- Specify: determine the question to be answered
 select subjects, conditions, and treatments
 make reasonable hypothesis
 apply treatment or procedures to obtain result
 check results for accuracy and reliability
 explain results
 other: _____

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2. Use skills to locate information and present ideas regarding knowledge about science and its application to personal life and the community.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

2.1. Identify general sources of information about science that are reliable and accurate to complete school assignments and functional tasks (e.g., looking up information about a type of fish, gathering information about local recycling efforts, investigating public issues). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: newspapers magazines television
 radio people Internet
 other: _____

2.2. Identify types of information related to science in reference books or resources on science (e.g., descriptions and diagrams of scientific concepts, results of research, definitions). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: textbooks encyclopedias reference books
 other: _____

2.3. Locate and use information related to science from various types of books and resources. (CL.B.1.In.1, CL.B.1.In.2, CL.B.1.Su.1, CL.B.1.Su.2)

- Specify: newspapers magazines television
 radio people Internet
 textbooks encyclopedias reference books
 other: _____

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- 2.4. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 2.5. Evaluate the correctness and accuracy of information in materials used in science (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)
- 2.6. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 2.7. Use strategies to relate and integrate new information about science with own previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: identify common elements or events
 distinguish what is different
 relate new information to concepts already understood
 other: _____
- 2.8. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 18: VII)*
- 2.9. Communicate information about science in an accurate, complete, and objective manner using written or verbal formats (e.g., tell another what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of an experiment for the school's webpage). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: notes summaries reports
 other: _____
- 2.10. Document activities or experiments performed accurately to accomplish functional tasks (e.g., keep an accurate record of observations, keep an accurate journal, keep track of daily measurements). (CL.B.2.In.1, CL.B.2.Su.1)
- 2.11. Organize information about science based on intended use. (CL.B.1.In.3)
Specify: by date by classification
 by categories by topics or events
 by characteristics by size
 other: _____
- 3. Demonstrate knowledge of plants and animals (e.g., interdependency of plants and animals, interaction with environment).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 3.9. Identify events in the life cycle of an animal and the process of animal reproduction.
Specify: reproduction processes—cell division, eggs, live births
 developmental stages
 metamorphosis
 other: _____
- 3.10. Identify ways that humans use animals for food, medicines, clothing, work, and pets.
- 3.11. Identify how animals are adapted to their environments (e.g., white fur on polar bears, camouflage color on snakes).
- 3.12. Identify various structures and reactions of animals for survival (e.g., coloring, poison, speed, teeth, horns, barbs, protective odor, bitter taste).
- 3.13. Identify common animals that may be dangerous to humans and what to do when exposed to such animals (e.g., poisonous snakes, insects, or sea life; animals with rabies or other diseases).
- 3.14. Identify ways that changes in the environment due to human activity can negatively impact animal life.
- 3.15. Demonstrate awareness that some animals are endangered and of ways that humans can protect them (e.g., sea turtles, spotted owls).

Aquatic Life

- 3.16. Identify characteristics of aquatic life.
Specify: saltwater and freshwater habitats
 mammals, fish, and other aquatic animals
 algae, kelp, seaweed, and other aquatic plants
 types of aquatic life and environments in the local environment
 other: _____
- 3.17. Identify ways that humans use aquatic life and environments for food, medicines, other products, recreation, and pets.
- 3.18. Identify ways that human activity can negatively impact aquatic life.
- 4. Demonstrate knowledge of growth and development of human body systems and their functions relevant to personal needs (e.g., adolescence and adulthood, disease, reproduction, nutrition).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 4.1. Demonstrate knowledge of major body systems including their structures and functions (e.g., cells, tissues, and organs).

Specify: circulatory respiratory digestive
 excretory reproductive nervous
 skeletal muscular other: _____

- 4.2. *Identify body parts and gender. (Social and Personal D 39: III)*

- 4.3. Demonstrate knowledge of how the various systems of the body are related to each other.

- 4.4. Demonstrate knowledge of concepts of human growth and maturation.

Specify: major stages of growth—infancy, childhood, adolescence, adulthood, old age
 physical, mental, and emotional changes of humans
 other: _____

- 4.5. Demonstrate knowledge of concepts of heredity and reproduction.

Specify: development of the reproductive system—males and females
 process of fertilization and stages of pregnancy
 birth
 individual responsibilities in family planning
 risks of diseases and tobacco, alcohol, and other drug abuse to the fetus
 knowledge of heredity; i.e., characteristics that are inherited from parents
 other: _____

- 4.6. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

- 4.7. Identify basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)

- 4.8. Identify the effects of various diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: common communicable diseases and symptoms
 life-threatening diseases—cancer, heart disease, emphysema
 sexually transmitted diseases, including HIV/AIDs
 other: _____

- 4.9. Demonstrate knowledge of the effects of nutrition on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: using the Food Guide Pyramid for a balanced diet
 identifying common effects of malnutrition
 distinguishing nutrient-dense from nutrient-poor foods
 identifying the impact of emotional problems on nutrition
 other: _____

- 4.10. *Discriminate food items from nonfood items. (Social and Personal A 10: III)*

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- 4.11. Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: use of prescription and over-the-counter drugs
 allergic drug reactions
 impact of tobacco and alcohol
 relation of emotional and social problems with alcohol and other drug abuse
 other: _____
- 4.12. *Recognize the health risks associated with substance abuse. (Social and Personal E 42: V)*
- 4.13. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 4.14. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 4.15. Demonstrate knowledge of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: benefits of a regular exercise program—weight control, stamina
 types of exercise—aerobic, strength-conditioning
 use of exercise to relieve stress
 importance of sleep and rest in maintaining body's functions
 impact of chronic fatigue on body's functions
 other: _____
- 4.16. Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: effects of positive outlook and social relationships on health and illness
 negative impacts of emotional and social factors—eating disorders, digestive disorders, addictions
 impact of positive and negative role models and peer pressure
 other: _____
- 4.17. Demonstrate knowledge of the importance of maintaining good personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: acceptable personal hygiene habits
 acceptable personal appearance
 importance to physical health
 importance to social relationships
 other: _____
- 4.18. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 4.19. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV).*

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- 4.20. Demonstrate awareness of first aid techniques. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ using cardiopulmonary resuscitation (CPR)
 _____ getting help when needed
 _____ other: _____
- 4.21. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 4.22. Identify sources of medical assistance and emergency help (e.g., doctors, dentists, nutritionists, hospital, clinic, support groups, fitness centers, health care agencies, rehabilitation centers, 911, police, fire department, emergency centers). (IF.A.2.In.1, IF.A.2.Su.1)

5. Demonstrate knowledge of the ecology of natural resources and the importance of protection of the natural systems on Earth (e.g., recycling, human responsibility for the environment).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 5.1. Identify characteristics of the physical environment of the Earth.
Specify: _____ composition of land—soil, sand, rocks, minerals
 _____ composition of the ocean and other bodies of water
 _____ physical features of the earth's surface—topography of land and sea
 _____ forces that change the surface of the earth—weather, man, earthquake, erosion
 _____ other: _____
- 5.2. Demonstrate knowledge of the water cycle and its impact on water resources (e.g., relation to climatic patterns, renewal of water supplies).
- 5.3. Identify the importance of the food chain and the global food web and their impact on resources.
Specify: _____ producers, consumers, decomposers
 _____ effects of human activity on food chains
 _____ other: _____
- 5.4. Demonstrate knowledge of how the surface of the Earth changes.
Specify: _____ slow processes—erosion
 _____ fast processes—earthquakes, landslides
 _____ other: _____
- 5.5. Demonstrate knowledge of the effects of human activity on various habitats, the physical environment, and the need for environmental protection.

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- 5.6. Demonstrate knowledge of major types of renewable and nonrenewable natural resources and the need for conservation measures.
- 5.7. Demonstrate knowledge of major types of pollution and related means of prevention or control.
- 5.8. Identify techniques and benefits of recycling various kinds of materials.
Specify: paper glass cans plastic
 other: _____

- 5.9. Identify techniques and legal requirements related to the disposal of certain hazardous waste materials.
Specify: oil and gas cleaning products paints and polishes
 batteries fluorescent bulbs aerosol cans
 other _____

6. Demonstrate knowledge of the application of concepts of matter and energy, force, and motion as they relate to daily living and the workplace (e.g., properties of matter; forms of energy; relationships among energy, force, and work; simple machines; gravity).

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

- 6.1. Demonstrate knowledge of different states of matter—solids, liquids, and gases.
- 6.2. Demonstrate knowledge of types of changes in states of matter and how these changes occur and relate to loss of heat (energy).
Specify: physical—breaking down, freezing, boiling, vaporizing
 chemical—rust, decomposing, burning
- 6.3. Identify the concepts of and relationships among energy, force, and work.
- 6.4. Identify characteristics of the major forms of energy—sound, heat, mechanical.
- 6.5. Demonstrate knowledge of different sources of energy and the forces that are derived by them (e.g., solar, water, wind, nuclear, fossil fuels).
- 6.6. Demonstrate knowledge of the importance of conservation of energy resources.

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- 6.7. Demonstrate knowledge of electricity as a type of energy.
Specify: _____ static and current electricity
 _____ types of circuits—series and parallel
 _____ conductors and nonconductors of electricity
 _____ uses of electricity in daily activities and work
 _____ sources of electrical power—circuits, batteries
 _____ potential safety hazards—overloaded circuits, exposed wires, fire
 _____ other: _____
- 6.8. Demonstrate knowledge of the properties of magnetism.
Specify: _____ magnetic and nonmagnetic materials
 _____ uses of magnetism in daily activities and work
 _____ other: _____
- 6.9. Demonstrate knowledge of the properties of gravity.
Specify: _____ nature of gravity on earth and in space
 _____ effects of gravity
 _____ other: _____
- 6.10. Demonstrate knowledge of simple machines and their relation to work.
Specify: _____ concept and purpose
 _____ types of simple machines—lever, pulley, inclined plane
 _____ uses of simple machines in daily activities and work
 _____ other: _____
- 6.11. Demonstrate knowledge of the effects of force on motion.
Specify: _____ friction, gravity, and inertia
 _____ identify types of movement used for work—pushing, pulling, lifting
 _____ other: _____
- 6.12. Demonstrate knowledge of the concept of light.
Specify: _____ properties of light including the color spectrum
 _____ natural and artificial light
 _____ transparent, translucent, opaque
 _____ how the eye uses light to see
 _____ potential hazards of bright lights
 _____ other: _____
- 6.13. Demonstrate knowledge of the concept of sound.
Specify: _____ properties of sound waves and vibration
 _____ how the ear uses sound to hear
 _____ potential hazards of loud noises
 _____ other: _____

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7. Demonstrate knowledge of the solar system in relation to the environment and daily living (e.g., relationships among planets and stars, time, Earth's place in the universe).

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

7.1. Demonstrate knowledge of the Earth and its place in the universe.

Specify: ___ sun, moon, and Earth
 ___ other major celestial bodies—planets, stars, galaxies
 ___ functions of manmade satellites and rockets
 ___ other: _____

7.2. Demonstrate knowledge of the Earth's movement in the solar system, including its effect on day, night, month, year, and seasons.

7.3. Demonstrate knowledge of the Earth's relation to the sun, including the sun's effect on seasonal changes in the weather by providing heat and light.

7.4. Demonstrate knowledge of the cause of the eclipse of the sun and moon.

7.5. Demonstrate knowledge of current activities related to exploration and investigation of space and their impact on life on Earth.

8. Demonstrate knowledge of climate and weather patterns and predictions relevant to daily living (e.g., weather measurements, preparation for storms).

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—
 with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

8.1. Demonstrate knowledge of characteristics of major types of climate (e.g., tropical, moderate, arctic).

8.2. Demonstrate knowledge of characteristics of major types of weather.

Specify: ___ temperature, precipitation, wind, clouds
 ___ seasonal changes in the weather
 ___ other: _____

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- 8.3. Identify methods used to measure the weather and how that information is used.
Specify: _____ temperature, precipitation, wind
 _____ meteorology and weather predictions
 _____ other: _____
- 8.4. Demonstrate knowledge of the impact of climate on human activity
(e.g., economic activity, social activity, leisure activity).
- 8.5. Demonstrate knowledge of the impact of weather on humans.
Specify: _____ need to select suitable clothing based on the weather
 _____ effects on moods and emotions
 _____ effects on activities
 _____ effects on economy
 _____ other: _____
- 8.6. Identify characteristics of types of adverse weather.
Specify: _____ thunderstorms, tornadoes, hurricanes, floods, blizzards
 _____ other: _____
- 8.7. Identify appropriate responses to adverse weather conditions.
Specify: _____ heeding warnings, evacuation, following recommended procedures
 _____ other: _____
- 8.8. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

9. Demonstrate knowledge of the application of scientific concepts and processes in personal life, the community, and the world of work (e.g., use of senses and tools to obtain information, importance of accuracy, understanding patterns of events).

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

Science Occupations

- 9.1. Identify general characteristics of the career cluster related to science (e.g., technical knowledge and expertise, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

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- 9.2. Identify specific jobs associated with the career cluster related to science (e.g., health services, agriculture, horticulture, meteorology, engineering). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ entry level _____ technical support positions
 _____ advanced level _____ professional positions
 _____ other: _____
- 9.3. Identify advantages and disadvantages of specified occupations in career cluster related to science (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require extensive training). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster related to science (e.g., problem solving, making careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.5. Identify trends in the local job market for specific jobs within the career cluster related to science (e.g., involvement with technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.6. Identify educational and training requirements for jobs within the career cluster related to science (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 9.7. Identify career advancement opportunities for jobs within the career cluster related to science. (CL.C.1.In.1, CL.C.1.Su.1)

Using Science in Everyday Life

- 9.8. Demonstrate knowledge that scientific study is one way of answering questions and explaining the natural world.
- 9.9. Demonstrate knowledge that science and technology have improved many aspects of daily living, including transportation, health, sanitation, and communication.
- 9.10. Demonstrate knowledge that changes in scientific knowledge occur as a result of investigation, experimentation, and chance events.
- 9.11. Demonstrate knowledge that natural events are predictable and occur in patterns (e.g., tides, seasons of the year, life cycle).
- 9.12. Identify situations in daily life when scientific laws and principles are applied (e.g., laws of force and motion—magnetism, velocity, aerodynamics, gravity).

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7920050
Course Title: Health and Safety: 9-12
Previous Course Title: Applied Health and Safety I
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development.**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 1.1. **Demonstrate knowledge of major body systems and health indicators.**

Specify: circulatory respiratory digestive
 excretory reproductive nervous
 skeletal muscular other: _____

Specify: knowledge of each system, including organs and functions
 knowledge of indicators of healthy functioning for each system
 common problems and treatment within each system
 other: _____

- 1.2. *Identify body parts and gender. (Social and Personal D 39: III)*

- 1.3. **Demonstrate knowledge of basic concepts of human growth and maturation.**

Specify: major stages of growth—infancy, childhood, adolescence, adulthood, old age
 physical, mental, and emotional changes of humans
 other: _____

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2. Demonstrate knowledge of physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Hygiene

2.1. Identify personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ washing and bathing
 ___ dental care
 ___ using the toilet
 ___ menstrual care
 ___ other: _____

2.2. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

2.3. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

2.4. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*

2.5. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day, after exercising; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

2.6. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)

2.7. Use strategies related to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning; personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ home ___ school ___ community ___ workplace

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Wellness

- 2.8. Identify health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ getting routine medical care, periodic check-ups
_____ resting and exercising regularly
_____ maintaining a nutritious diet following the Food Guide Pyramid
_____ maintaining a positive mental attitude
_____ scheduling time for your personal needs
_____ scheduling social events
_____ other: _____
- 2.9. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.10. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.11. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

- 2.12. Identify health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases including sexually transmitted diseases such as HIV/AIDS and their symptoms
_____ knowing how diseases are transmitted and incubation periods
_____ knowing preventative measures and ways to avoid contact
_____ knowing possible treatments for communicable diseases
_____ knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses
_____ knowing how to get treatment for diseases and illnesses
_____ other: _____
- 2.13. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

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- 2.14. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.15. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.16. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.17. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*

Mental Health

- 2.18. Identify activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: identifying emotional needs
 identifying social needs
 identifying maladaptive behaviors and habits
 identifying sources of stress or anxiety
 determining own ability to deal with perceived causes of emotional problems
 determining potential impact or results of mental health problems
 choosing to engage in alternate behaviors or activities to relieve problems
 requesting assistance with mental health needs when necessary
 other: _____
- 2.19. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.20. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.21. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance work and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)

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3. Demonstrate knowledge of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

3.1. Identify health care activities involving nutrition (e.g., recognizing types of food, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting food that provides optimum nutritional value

_____ maintaining, losing, or gaining weight

_____ following a diet that provides complete nutrition according to the Food Guide Pyramid

_____ other: _____

3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks, interpreting nutritional information on packages, limiting the amount of food eaten, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)

3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the “best” [nutrient dense] and “worst” [lacking in nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [1/2 cup of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

3.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

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4. Demonstrate understanding of the importance of exercise and planned fitness programs for maintaining personal physical health.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

4.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate exercise activities for fitness
 _____ performing specific exercises
 _____ maintaining participation in exercise programs
 _____ identifying potential problems resulting from exercise programs
 _____ evaluating the benefits of an exercise program
 _____ requesting assistance with disability needs when necessary
 _____ other: _____

4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.3. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

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5. Demonstrate understanding of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.In.1)
- 5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.3. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 5.7. Identify interpersonal skills for maintaining a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.8. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.9. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.10. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.11. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.In.1)
- 5.12. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting one another, using harsh language toward one another, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.In.1)

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- 5.13. Identify personal characteristics that make one a good friend (e.g., does not talk about one's friends, says positive things about one's friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to one's friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.In.1)
- 5.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.15. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 5.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 5.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressing people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.In.1)
- 6. Demonstrate knowledge of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS; appropriate responses).**
- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 6.1. Demonstrate knowledge of basic concepts of heredity and reproduction.
Specify: development of the reproductive system—males and females
 menstrual cycle and the function of menstruation
 process of fertilization and stages of pregnancy
 onset of nocturnal emissions
 birth process
 heredity—characteristics that are inherited from parents
 other: _____
- 6.2. Demonstrate knowledge of individual responsibilities in family planning and pregnancy.
Specify: abstinence as acceptable birth control
 contraceptives as methods of disease prevention and birth control
 risks of sexually transmitted diseases, HIV/AIDS
 prenatal care
 risks to the unborn through diseases and use of tobacco, alcohol, and other drugs
 assistance available through community agencies
 other: _____
- 6.3. Demonstrate knowledge of human sexuality.
Specify: sexual behaviors, including intercourse
 self-stimulation
 other: _____
- 6.4. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*

Sexual Relationships

- 6.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.6. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home school community workplace
- 6.7. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible—chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.8. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., high self-esteem, presence of positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace

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- 6.9. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 6.10. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.11. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)
- 6.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.13. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

7. Demonstrate knowledge of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: identifying the appropriate use of prescription and nonprescription drugs
 identifying physical dangers of tobacco, alcohol, and other drugs
 identifying mental and social dangers of tobacco, alcohol, and other drugs
 identifying legal control of tobacco, alcohol, and other drugs
 identifying the role of peer pressure
 other: _____

7.2. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

7.3. Identify when health care activities are needed to control tobacco, alcohol, and other drug use (e.g., use of alcohol and tobacco affects health and family life, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

7.4. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)

7.5. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

7.6. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.1)

- Specify: following a wellness plan
 using refusal skills when confronted by negative influences
 gaining knowledge of benefits of positive health practices
 gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
 other: _____

7.7. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: following a wellness plan
 using refusal skills when confronted by negative influences
 gaining knowledge of benefits of positive health practices
 gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
 other: _____

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- 7.8. Identify appropriate ways to respond to offers or pressure to participate in activities involving the use of tobacco, alcohol, or other drugs (e.g., use refusal skills, ignore or walk away, find other activity, report to trusted adult). (IF.B.2.In.3, IF.B.2.Su.3)

8. Demonstrate understanding of unsafe acts and harmful conditions and appropriate personal responses.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Identifying Unsafe Factors or Situations

- 8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.5. *Demonstrate understanding of safety and warning signs in the environment.*
(*Social and Personal D 37: V*)
- 8.6. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 8.7. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment, exposure to second-hand smoke). (IF.B.2.In.3, IF.B.2.Su.3)

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Following Safety Procedures

- 8.8. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.9. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.11. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.12. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 8.13. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.14. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.15. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.16. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

Dealing with Fires

- 8.17. Identify potential hazards of open fires, matches, electrical appliances, and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.18. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.19. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.20. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

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Dealing with Adverse Weather

- 8.21. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.22. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.23. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

- 8.24. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.25. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 8.26. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Using Self-control

- 8.27. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, meals, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
 _____ workplace—on-the-job, breaks
- 8.28. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, meals, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
 _____ workplace—on-the-job, breaks

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9. Demonstrate appropriate decision-making skills in the area of physical and mental health.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 9.1. Identify personal situations involving physical and mental health that call for careful decision making (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify sources of assistance for decision making related to physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ individuals—family members, supervisors, teachers
 ___ agencies—government agencies, private agencies, religious organizations, schools
 ___ other: _____
- 9.3. Use a systematic approach when making decisions about physical and mental health. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ identify and describe the problem or issue clearly
 ___ consider alternative actions available to resolve the problem
 ___ identify the risks, consequences, and benefits associated with each alternative
 ___ evaluate the choices and make a decision
 ___ get assistance if needed
 ___ other: _____
- 9.4. Identify strategies for balancing time and energy spent on self, family, work, leisure, and citizenship in order to reduce stress (e.g., following a wellness plan, using time-management strategies, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.5. Identify consequences of decisions related to physical and mental health before acting (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.6. Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health. (IF.B.1.In.2, IF.B.1.Su.2)

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- 9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)
- 9.8. *Distinguish between work and leisure time activities. (Social and Personal G 53: III)*
- 9.9. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

10. Demonstrate basic first aid skills.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 10.1. Identify health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ stopping bleeding and applying bandages
 ___ taking care of burns, poisons, and wounds
 ___ using cardiopulmonary resuscitation (CPR)
 ___ getting help when needed
 ___ other: _____
- 10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.4. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI).*
- 10.5. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

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11. Access sources of reliable health information and services.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

11.1. Identify characteristics of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hospitals ___ clinics
 ___ support groups ___ health departments
 ___ rehabilitation centers ___ home health care
 ___ fitness centers ___ other: _____

11.2. Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care. (IF.A.2.In.1, IF.A.2.Su.1)

11.3. Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ directions for use
 ___ dosage
 ___ warnings
 ___ expiration date
 ___ storage
 ___ antidotes
 ___ prescription and renewal information
 ___ other: _____

11.4. Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ storage requirements
 ___ expiration date
 ___ nutrition information
 ___ serving and portion information
 ___ safety precautions—cook thoroughly, refrigerate after opening
 ___ other: _____

11.5. Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ newspaper ___ magazine ___ television
 ___ radio ___ people ___ Internet resources
 ___ other: _____

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- 11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, historical information, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: medical references—detailed information
 encyclopedia—general information by subject
 other: _____

12. Demonstrate knowledge of community health resources and local agencies to contact for mental, physical, and emotional problems.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

- 12.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

- 12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

- 12.4. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

13. Demonstrate knowledge of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)
- 13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 13.5. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 13.6. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

14. Apply health concepts and processes in career planning.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

Health Occupations

- 14.1. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

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- 14.2. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse's aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ entry level _____ technical support
 _____ advanced level _____ professional positions
 _____ other: _____
- 14.3. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require a great deal of training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.5. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.7. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., aide, technician, therapist). (CL.C.1.In.1, CL.C.1.Su.1)

Health and Safety in the Workplace

- 14.8. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 14.9. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration [OSHA], fire department). (CL.C.2.In.4, CL.C.2.Su.4)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7921010
Course Title: Social Studies: 9-12
Previous Course Title: Applied Social Studies
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

The content should include, but not be limited to, the following:

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable

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of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of

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practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. Demonstrate knowledge of historical implications of selected current events.
Specify: ___ local ___ Florida
 ___ United States ___ international
- 1.2. Demonstrate awareness of current events that are related to social problems.
Specify: ___ local ___ Florida
 ___ United States ___ international
- 1.3. Demonstrate awareness of current events that are related to the economy.
Specify: ___ local ___ Florida
 ___ United States ___ international
- 1.4. Demonstrate awareness of current events that are related to government.
Specify: ___ local ___ Florida
 ___ United States ___ international
- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.
Specify: ___ local ___ Florida
 ___ United States ___ international
- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).
- 1.7. Demonstrate knowledge of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

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- 1.8. Demonstrate knowledge of ways people can gain information about the decisions and actions of the government (e.g., reading about public issues, watching television news programs, discussing public issues, communicating with public officials). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Demonstrate knowledge of individuals or groups who can influence the decisions and actions of local, state, and national governments (e.g., the media, labor unions, parent and teacher organizations, Chamber of Commerce, taxpayer associations).
- 1.10. Demonstrate knowledge of the influence of television, radio, the press, newsletters, and emerging electronic communication on individuals.

2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 2.1. Demonstrate knowledge of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).
Specify: local Florida
 United States international
- 2.2. Demonstrate knowledge of major historical documents and their impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).
Specify: local Florida
 United States international
- 2.3. Demonstrate knowledge of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).
Specify: local Florida
 United States international
- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.
Specify: local Florida
 United States international
- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.
Specify: local Florida
 United States international

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- 2.6. Demonstrate awareness of how major changes in culture, social institutions, and family life have affected individuals.

Specify: local Florida
 United States international

3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Maps and Globes

- 3.1. Identify the meaning and purpose of basic elements of maps and globes.

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: title legend direction arrow (North)
 scale other: _____

- 3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: roads states rivers and bodies of water
 countries cities and towns scale
 directions elevation mileage
 points of interest other: _____

- 3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: state maps regional maps political maps
 aerial photos globes grid maps
 other: _____

- 3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: city or state map world map
 regional map atlas
 United States map other: _____

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- 3.5. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.6. Identify uses of maps in the school, the workplace, and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to pinpoint an emergency situation, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.7. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)
- Specify: bar graph temperature chart
 pie chart mileage chart
 table street index
 other: _____

- 3.8. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.9. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern, Standard, Eastern Daylight, Central Standard, Central Daylight).
- 3.10. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
- Specify: determine what information is needed
 select correct tool and technique
 apply tool or procedures to obtain result
 check results for accuracy and reliability
 explain results
 other: _____

4. Demonstrate knowledge of the geographical features of major regions.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, deserts).
- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).
- Specify: local community Florida other: _____
- 4.3. Identify characteristics that give a particular geographic region its identity.
- Specify: central economic focus physical characteristics
 human characteristics other: _____

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- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., the Sunbelt, the Plains, the Gold Coast).

5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health care, and transportation).
- 5.2. Identify the structure and characteristics of governments at three levels—local, state and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).
Specify: ___ city (municipal) government
 ___ county government
 ___ state government, particularly the State of Florida
 ___ federal government of the United States of America
- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.
Specify branch: ___ executive ___ legislative ___ judicial
Specify level: ___ city ___ county ___ state ___ federal
- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.
Specify: ___ executive—mayor, city manager
 ___ legislative—city council, county commission
 ___ judicial—judges
- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.
Specify: ___ executive—Governor, Lieutenant Governor, and Cabinet
 ___ legislative—Senate and House of Representatives
 ___ judicial—State Supreme Court, District Court of Appeals
- 5.6. Identify the offices (appointed and elected) and basic functions for each branch of the federal government of the United States of America.
Specify: ___ executive—President, Vice-President
 ___ legislative—Senate and House of Representatives
 ___ judicial—Supreme Court, District Court, District Court of Appeals

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- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).
- 5.8. Demonstrate knowledge of the purposes of taxes and different ways that governments collect fees and taxes.
Specify: sales tax property tax FICA (Social Security)
 income tax Medicare tolls
 licenses, registration fees, and user fees other: _____
- 5.9. Identify ways that people can participate in their local and state government and the importance of their participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).
- 5.10. Identify fundamental principles of American democracy (e.g., citizens have rights; the power of government is limited by law; citizens exercise their authority directly through voting and indirectly through elected representatives; citizens support work of government by paying taxes).
- 5.11. Demonstrate knowledge of how the principles of American democracy are expressed in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- 5.12. Demonstrate knowledge of the importance of equality of opportunity and equal protection under the law in American society (e.g., all people have a right to equal opportunity in education, employment, housing, and access to public facilities; all people have a right to participate in political life by expressing their opinions and trying to persuade others).
- 6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 6.1. Identify characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).
- 6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to fair trial, freedom of the press; economic rights issues—welfare, right to minimum wage, equal pay for equal work).
- 6.3. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

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- 6.4. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 6.5. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 6.6. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ knowing laws and rules _____ serving as a juror
_____ registering to vote _____ serving in the military
_____ knowing issues and propositions _____ performing public service
_____ identifying positions of election candidates
_____ other: _____
- 6.7. Demonstrate understanding of how participation in civic and political life can help an individual to achieve personal and community goals (e.g., personal goals such as living in a safe neighborhood, obtaining a good education, living in a healthy environment; community goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation).
- 6.8. Demonstrate understanding of ways citizens can influence the decisions and actions of government.
Specify: _____ voting after studying the issues and candidates
_____ participating in special interest groups and political parties.
_____ attending meetings of governing agencies
_____ working on campaigns
_____ taking part in peaceful demonstrations
_____ contributing money to political parties, candidates, or causes
_____ other: _____
- 7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**
- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ newspapers ___ magazines ___ television
 ___ radio ___ people ___ Internet
 ___ other: _____
- 7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ newspapers ___ magazines ___ television
 ___ radio ___ people ___ Internet
 ___ other: _____
- 7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ newspapers ___ magazines ___ television
 ___ radio ___ people ___ Internet
 ___ textbooks ___ encyclopedias
 ___ other: _____
- 7.4. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.5. Evaluate the correctness and accuracy of social studies information to complete assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.6. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ identify common elements or events
 ___ distinguish what is different
 ___ relate new information to previously learned concepts
 ___ other: _____
- 7.7. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete functional tasks and assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: ___ brief statements ___ summaries
 ___ reports ___ other: _____

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- 7.8. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing assignments (e.g., timelines, flow charts, graphic organizers, Venn diagrams). (CL.B.1.In.3)
- Specify: by chronology by characteristics
 by categories by topics or events
 other: _____

8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses).
- 8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
- Specify: preparing and following weekly and monthly budgets
 managing and protecting personal cash
 using checking and savings accounts
 buying goods and services
 contributing to charities
 using comparative shopping to make wise purchases
 using a credit card
 using an ATM or debit card
 paying income and other kinds of taxes
 saving and investing money
 buying insurance
 other: _____
- 8.3. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*
- 8.4. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

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- 8.5. Use essential knowledge and skills when completing activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ using coins and bills to pay for goods and services
_____ selecting desired goods and services based on needs and available funds
_____ evaluating claims in advertisements
_____ understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging
_____ entering into long-term contracts and loans
_____ using an ATM or debit card
_____ using credit cards or charge accounts
_____ maintaining checking and savings accounts at a bank or credit union
_____ other: _____
- 8.6. *Use coin-operated machines. (Social and Personal H 63: V)*
- 8.7. *Complete simple order blanks. (Social and Personal D 14: VII)*
- 8.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 8.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.13. *Identify the appropriate sources to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 8.14. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

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9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 9.1. Demonstrate knowledge of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. Demonstrate knowledge of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate knowledge of major needs of individuals that are met by private agencies in the community (e.g., health care, employment assistance, personal care). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Demonstrate knowledge of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. Demonstrate knowledge of eligibility and application procedures associated with services provided by public agencies. (IF.A.2.In.1, IF.A.2.Su.1)
- 9.6. Demonstrate knowledge of eligibility and costs associated with services provided by private agencies. (IF.A.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

- 9.7. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, nutritionists, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.8. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 9.9. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

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- 9.10. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., health department, parents, friends, neighbors, co-workers, telephone book, insurance company). (IF.A.2.In.1, IF.A.2.Su.1)

Civic Responsibilities

- 9.11. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.12. Identify circumstances or situations when community service agencies or government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a drivers license, using social services, obtaining a voter registration card, needing assistance evacuating during emergencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.13. Identify sources of information about community service agencies or other resources that assist individuals in dealing with government agencies (e.g., telephone book, city commission, city hall, friends, community, directory assistance). (IF.A.2.In.1, IF.A.2.Su.1)

Housing, Home Maintenance, and Utilities Needs

- 9.14. Identify community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ housing—real estate agencies, Developmental Services
 _____ home maintenance—lawn care, housekeeping, contractor
 _____ utilities—electricity, telephone, television cable, waste removal
- 9.15. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs would need to be contacted (e.g., when you want to sell your home; when you move into a home and need to establish electric, water, and gas service; when outdoor repair is needed—paint, sprinklers, doors, roof; when indoor repair is needed—painting, plumbing, air conditioner, electrical wiring; when you hire an extermination service for pest control). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.16. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs (e.g., Developmental Services, family, newspaper, telephone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

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10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: ___ employment—Vocational Rehabilitation, private agencies
___ housing/home maintenance—real estate, pest control, lawn care
___ civil—voter registration, tax collector
___ utilities—water, electricity, gas
___ communication—telephone company, post office, e-mail provider
___ transportation—bus, taxi
___ personal care—barber, dry cleaner, laundromat
___ retail—department stores, discount stores, specialty shops, grocery stores
___ food services—restaurants, fast food chains, cafeterias
___ financial—banking, credit cards, insurance, social security
___ recreation, leisure, or entertainment—movies, libraries, sports centers
___ legal or advocacy—lawyers, advocacy and protection groups
___ educational—adult education, trade schools
___ emergency—police, fire, ambulance, Red Cross
___ other: _____

10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: ___ community service agencies: advantages—usually free or low-cost;
disadvantages—may have a waiting list, may have limited services
___ businesses: advantages—more available;
disadvantages—higher cost
___ other resources—friends, neighbors, co-workers:
advantages—motivated to help, low-cost;
disadvantages—less knowledgeable about needs of disabled than professionals

10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., based on cost, need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4. Locate community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., use a phone book, look on the Internet). (IF.A.2.In.1, IF.A.2.Su.1)

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- 10.5. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., telephone, fax machine, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.6. Identify when it may be necessary to contact community service agencies, businesses, or other resources to assist individuals with personal needs (e.g., to question a bill, to make an appointment, to find out hours of operation, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.7. *Place and answer calls on the telephone in an appropriate manner.*
(*Social and Personal H 62: V*)
- 10.8. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)
- 11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military).**
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

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- 11.1. Identify expectations for own behavior when using services produced by formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: banks hospitals schools
 other: _____
- 11.2. Identify existing rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 11.3. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule; not coming regularly; or talking about personal, ethical, or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.4. Identify aspects of organizations that demand different expectations (e.g., power structure—line of command, independent work, group collaboration, working at a distance, flexible work schedule, concern for others). (SE.A.1.In.3, SE.A.1.Su.2)

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- 11.5. Identify organizations that provide services for individuals (e.g., social service organizations—advocacy groups, medical support organizations, Planned Parenthood, Head Start, Red Cross, charities; labor organizations; youth organizations and clubs. (SE.A.1.In.3, SE.A.1.Su.2)
- 11.6. Use specific knowledge and skills to obtain and benefit from a particular organization (e.g., know what kinds of services are provided, know eligibility requirements, contact organization to obtain information, travel to site where service is provided). (SE.A.1.In.3, SE.A.1.Su.2)

12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 12.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).
- 12.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).
- 12.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., conflict between North and South, conflict over land and other rights of Native Americans, conflict over civil rights of minorities and women, ethnic conflicts in urban settings).
- 12.4. Identify ways that conflicts stemming from diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy).
- 12.5. Identify ways that conflicts stemming from diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).
- 13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.**
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Interpersonal Relationships

- 13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.3. *Identify personal feelings. (Social and Personal G 54: IV)*
- 13.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 13.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 13.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 13.7. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 13.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 13.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 13.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 13.12. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.13. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.14. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friends, says positive things about one's friends, helps one's friends in time of crisis, makes one's friends laugh, does not make rude comments to one's friends, does not physically harm one's friends, shares with one's friends, respects one's friends, encourages one's friends). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.15. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 13.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

Sexual Relationships

- 13.18. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.19. Discriminate between examples and non-examples of behaviors that are responsible and appropriate expressions of sexual relationships (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.20. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 13.21. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 13.22. *Identify body functions and recognize personal responsibility for human sexuality.*
(*Social Personal E 44: V*)
- 13.23. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.24. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 13.25. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Patterns of Conduct

- 14.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)
- 14.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a basketball game, asking for assistance on the job, interviewing for a job). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 14.3. Demonstrate appropriate behaviors for specific situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ___ home ___ school ___ community ___ workplace

Self-Management

- 14.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 14.6. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 14.7. *Stay on task to completion within a given time frame. (Social and Personal C 22: V)*
- 14.8. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 14.9. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 14.10. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: IV)*
- 14.11. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving materials needed for school or work at home). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.12. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.13. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify method: _____ self-monitoring _____ self-instruction _____ self-reinforcement
Specify setting : _____ home _____ school _____ community _____ workplace
- 14.14. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)
Specify method: _____ self-monitoring _____ self-instruction _____ self-reinforcement
Specify setting : _____ home _____ school _____ community _____ workplace

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Responding to Unexpected Events

- 14.15. Identify situations that are potentially dangerous (e.g., home—an intruder at the door or window attempting to enter the home, fire in the kitchen; school—students fighting, students running in the halls; community—accepting rides from strangers, walking alone at night; workplace—working with chemicals, not knowing how to use equipment). (IF.B.2.In.3, IF.B.2.Su.3)
Specify setting: _____ home _____ school _____ community _____ workplace
- 14.16. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 14.17. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 14.18. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.19. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.20. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.21. *Identify procedures for seeking assistance in emergency situations. (Social and Personal D 35: V)*
- 14.22. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 14.23. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.24. *Use safety equipment and procedures when necessary. (Social and Personal C 32: IV)*
- 14.25. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 14.26. Safely handle potentially harmful objects and materials. *(Social and Personal D 34: IV)*

Working in a Group

- 14.27. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

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- 14.28. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.29. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.30. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.31. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

Leadership

- 14.32. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respectful, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 14.33. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: _____ supportive leaders—more participation by group members
 _____ controlling leaders—group members may operate in fear
 _____ negligent leaders—group members may not stay on task
 _____ other: _____
- 14.34. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using group reflection, providing opinions). (SE.A.1.In.2)
- 14.35. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 14.36. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ discuss the problem
 _____ list possible causes
 _____ record individual group members' suggestions and clarifications
 _____ discuss and verify causes
 _____ implement corrective action or solution
 _____ report results
 _____ move on to the next most probable cause if initial action is ineffective
 _____ other: _____

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- 14.37. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.38. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

Organizations

- 14.39. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.40. Identify characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.41. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 14.42. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: schools institutions
 businesses agencies
 organizations in the community other: _____
- 14.43. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule for personal needs; talking about personal, ethical, or moral issues that may conflict with the organization's values). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.44. Use behavior that complies with the existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, not causing physical harm to others, meeting deadlines, complying with dress codes, not using or purchasing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)
- 14.45. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal choices may conflict with the organization, personal choices may conflict with rearranging schedule, disruptive behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

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Compliance with Laws, Rules, and Regulations

- 14.46. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.47. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.48. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.49. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.50. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gathering
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 14.51. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gathering
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.**
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using a Career Planning Process

- 15.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ individuals—family members, supervisors, teachers, counselors
 ___ agencies—government agencies, religious organizations, schools
 ___ other: _____
- 15.4. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 15.5. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ self-concept and values clarification
 ___ personality characteristics and personal style
 ___ motivational patterns and personal preferences
 ___ occupational interests
 ___ personal and educational background
 ___ work history and experience
 ___ key accomplishments and successes
 ___ satisfying and dissatisfying experiences
 ___ other: _____
- 15.6. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.7. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). CL.C.1.In.3., CL.C.1.Su.3)
- 15.8. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)

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- 15.22. Identify common tests necessary for employment (e.g., drug tests, eye exams, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.23. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; prospective employer can gain insight into work ethic and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.25. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, social security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.26. Identify purposes of common legal documents needed for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.27. *Complete forms which require personal data (e.g., W-4, medical history, insurance).*
(Writing D 14: VII)

16. Demonstrate knowledge of employment and career opportunities in the community.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 - assistive technology supervision other: _____
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- 16.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 16.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

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- 16.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, unemployment benefits, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

17. Demonstrate understanding of personal and social skills necessary for success on the job.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Planning Assignments

- 17.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 17.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ identify the goal or end product, including quality standards
 ___ identify resources needed—equipment, supplies, time
 ___ determine substeps needed to accomplish the task
 ___ determine schedule for completing task
- 17.3. *State steps to complete a task. (Language C 31: VI)*
- 17.4. Identify, prioritize, and schedule job responsibilities for work assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)



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Implementing Assignments

- 17.5. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ set an alarm clock as a reminder
 _____ track subtasks on calendar
 _____ begin subtasks at designated times
 _____ check off subtasks when completed
 _____ adjust to unforeseen circumstances
 _____ other: _____
- 17.6. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
 _____ seek assistance from others _____ read the instructions or references
 _____ other: _____
- 17.7. *Sort like objects. (Social and Personal C 19: 11)*
- 17.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 17.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 17.10. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 17.11. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ reliability and dependability _____ flexibility
 _____ responsibility _____ self-control
 _____ paying attention to details _____ self-direction
 _____ other: _____
- 17.12. *Identify characteristics of a good employee. (Social and Personal 23: IV)*

Attendance and Punctuality

- 17.13. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.14. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.15. *Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)*

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- 17.16. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.17. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.18. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.19. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ appropriate—being punctual, following rules, showing respect for authority
_____ inappropriate—disrupting work, making negative statements about co-workers
_____ other: _____
- 17.20. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.21. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 17.22. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform, if required; casual or formal, if organization allows; indoors or outdoors, depending upon work environment). (CL.C.2.In.3, CL.C.2.Su.3)
- 18. Demonstrate understanding of personal and social skills necessary for independent living.**
- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and
support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Independent Living

- 18.1. Identify productive activities in the home needed for independent living.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ preparing and storing food
 ___ selecting and caring for clothing
 ___ cleaning and maintaining household
 ___ selecting and caring for personal living environment
 ___ selecting and caring for furniture, appliances, and other personal goods
 ___ selecting and caring for outdoor equipment and maintaining outdoor areas
 ___ managing money management, budgeting, paying taxes
 ___ other: _____
- 18.2. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 18.3. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 18.4. *Use appropriate table manners (e.g., passing food, sharing condiments).
(Social and Personal B 12: IV)*
- 18.5. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 18.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 18.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 18.8. *Select and operate kitchen appliances for food preparation.
(Social and Personal B 16: V)*
- 18.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 18.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*
- 18.11. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 18.12. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 18.13. *Identify proper household tools and cleaning supplies for a given task.
(Social and Personal F 48: IV)*
- 18.14. *Perform laundry tasks. (Social and Personal F 49: V)*

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- 18.15. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 18.16. Identify leisure and recreation activities that are appropriate for independent living.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ games and sports
 _____ cultural activities
 _____ hobbies, crafts, and collections
 _____ pets and gardening
 _____ outdoor activities
 _____ other: _____
- 18.17. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 18.18. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 18.19. Identify personal care activities needed for independent living.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ eating
 _____ dressing
 _____ grooming
 _____ hygiene
 _____ motor control and self-management
 _____ other: _____
- 18.20. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 18.21. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 18.22. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 18.23. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 18.24. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 18.25. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 18.26. *Feed self with spoon independently. (Social and Personal A 8: II)*
- 18.27. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 18.28. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 18.29. *Identify body parts and gender. (Social and Personal E 39: III)*

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- 18.30. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ maintaining good nutrition
_____ preventing and caring for diseases
_____ practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
_____ being aware of disability
_____ maintaining good mental health
_____ participating in exercise programs
_____ other: _____
- 18.31. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 18.32. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 18.33. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 18.34. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 18.35. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ selecting a house or apartment
_____ obtaining assistance with personal care or health needs
_____ fulfilling civic responsibilities
_____ obtaining and caring for clothing or other personal products
_____ obtaining utilities, communication, and other household services
_____ other: _____
- 18.36. *Identify services provided by local community agencies. (Social and Personal E 42: V)*
- 18.37. Demonstrate understanding of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ using appropriate interpersonal communication skills
_____ selecting and maintaining relationships with friends
_____ maintaining positive relations with family
_____ maintaining appropriate relations with co-workers and supervisors
_____ other: _____

Travel

- 18.38. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

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- 18.39. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: cost handicap accessibility
 routes hours of operation
 other: _____
- 18.40. Identify the dangers, responsibilities, and behaviors appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.41. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 18.42. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.43. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 18.44. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.45. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.46. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.47. Practice safety procedures when riding in a car (e.g., wear seatbelts, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.48. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or air flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

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19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt

verbal prompt

visual prompt

assistive technology

supervision

other: _____

-
- 19.1. Identify examples of movements seeking to promote individual rights and the common good (e.g., abolition, suffrage, labor and civil rights movements).
- 19.2. Identify characteristics of political rights and why they are important to the individual (e.g., to speak freely, to criticize the government, to join political parties or organizations that strive to influence government policies, to seek and hold political office).
- 19.3. Identify characteristics of economic rights and why they are important (e.g., to own property, to choose one's work).
- 19.4. Identify current issues regarding individual rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment, health care, school prayer; political rights issues such as freedom of speech, right to a fair trial; economic rights issues such as welfare, minimum wage, equal pay for equal work, welfare).
- 19.5. Describe laws that protect employees (e.g., discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.6. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.7. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.8. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.9. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.10. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics: Subject Areas
Course Number: 7921330
Course Title: Career Education: 9-12
Previous Course Title: Functional Career Education
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

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student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not

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intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

-
- 1.1. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: individuals—family members, supervisors, teachers
 agencies—government agencies, religious organizations, schools
 other: _____

- 1.2. *Identify resources for finding employment. (Social and Personal C 30: VI)*

- 1.3. Use appropriate software programs to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

- 1.4. Access available databases through the Internet to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: use web browsers
 use search engines
 other: _____

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- 1.5. Identify agencies that can provide assistance in personal and career planning (e.g., Social Security, Vocational Rehabilitation, state employment agencies, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.6. Use various sources to gain information about community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.7. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's need for assistance with personal and career planning (e.g., Vocational Rehabilitation, private career planning business). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.8. Locate community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.9. Demonstrate specific knowledge and skills that are required to use and benefit from a service that provides information about personal and career planning (e.g., social skills, communication skills, ability to relate your own job preferences, ability to identify own strengths and weaknesses, ability to locate and contact the service). (IF.A.2.In.1, IF.A.2.Su.1)

2. Use a planning process to establish personal and career goals.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Personal Planning

- 2.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the need for responsible planning of personal choices (e.g., when starting a family, when selecting a place to live, when choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.3. Identify criteria to be used to determine when a deliberate plan is needed (e.g., availability of options, time, and resources; long-term impact of decisions). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a sports team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. Set personal goals for preferred leisure activities (e.g., join a recreational sports team, read books). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Set personal goals for preferred community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, an open space, a wrench, a screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, organize notes and materials). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

- 2.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Identify various methods of achieving career goals when employed (e.g., work with a mentor, participate in volunteer services, obtain needed training). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.12. Complete an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: accessibility
 job requirements and selection standards
 available career paths or options
 amount and type of employee training/orientation
 workplace culture, support systems
 other: _____

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- 2.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ reconcile self-appraisal with environmental assessment
_____ identify long-range alternatives
_____ specify short-range goals
_____ set priorities and prepare an action plan
_____ develop a contingency plan
_____ other: _____

- 2.14. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal and Career Plans

- 2.15. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.16. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.17. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.18. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.19. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.20. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.21. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 2.22. Communicate interest in participating in volunteer or work activities. (IF.B.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ vocalize or gesture
_____ assistive/augmentative device _____ other: _____

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2.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

3. Demonstrate knowledge of career options.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 3.1. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks; recycling—helps environment, takes time to sort items, need transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: activity level required work environment
 interaction with customers other: _____
- 3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, loading trays, filling dispenser). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; jobs related to environmental issues; hiring of the elderly, minorities, or the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, CPR, and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: day shifts night shifts part-time
 full-time overtime other: _____
- 3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, costs, restrictions). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, brick layer, teacher, secretary, nurse, bus driver, plumber, pipe fitter). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter/waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.14. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.

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- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Personal Work Assignments

- 4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ work according to schedule
 ___ set an alarm clock as a reminder
 ___ track subtasks on calendar
 ___ check off subtasks when completed
 ___ begin subtasks at designated times
 ___ adjust to unforeseen circumstances
 ___ other: _____
- 4.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.6. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.7. *Identify mistakes on task assignment with and without assistance. (Social and Personal C 26: V)*

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Using Tools and Technology

- 4.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with separate areas for needed supplies and equipment
_____ other: _____
- 4.9. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or computer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. *Sort like objects. (Social and Personal C 19: II)*
- 4.11. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.12. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.13. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.15. Clean and maintain tools and equipment (e.g., photocopier—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.16. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.17. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

Reliability and Work Ethic

- 4.18. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.19. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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- 4.20. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.21. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, make sure of arriving and leaving on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.22. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
_____ stay until quitting time
_____ return from breaks promptly
_____ inform supervisor if unable to work—illness, tardiness, scheduling conflict
_____ other: _____
- 4.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.24. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.25. Identify actions to take if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.26. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.27. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, don't complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.28. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

Ensuring Health and Safety

- 4.29. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.30. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.31. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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- 4.32. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—workers must be over 18 to operate dangerous machinery such as meat cutters, workers must acquire work permit if 15 or under, and employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.33. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.34. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.35. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.36. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.37. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 4.38. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Employability Skills

- 4.39. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.40. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.41. *Identify the characteristics of a good employee. (Social and Personal C 23: IV)*
- 4.42. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.43. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

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- 4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.47. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.49. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.**
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 5.1. Complete an initial personal appraisal to determine current status. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ___ self-concept and values clarification
___ personality characteristics and personal style
___ motivational patterns and personal preferences
___ occupational interests
___ personal and educational background
___ work history and experience
___ key accomplishments and successes
___ satisfying and dissatisfying experiences
___ test scores
___ physical stamina
___ other: _____

- 5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ___ analysis of current job-behavioral demands
___ significance of various job elements—personal preferences
___ values, skills, and abilities—professional/technical, managerial, personal
___ insight into capabilities—personal qualities, developmental needs
___ ideal job description
___ preferred working environment
___ ideal life-style
___ career goals
___ other: _____

- 5.3. Identify personal characteristics which affect preferred job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

- 5.4. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

- 5.5. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

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- 5.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., ambition, talents, skills, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.8. Identify individual strengths and weaknesses which may affect realistic postsecondary educational opportunities and job choices (e.g., grades in school, study skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

6. Demonstrate knowledge of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Describe the characteristics of postsecondary education and training opportunities within career clusters available to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by many employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)

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6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

7.1. Demonstrate self-advocating behaviors (e.g., asking about available support, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Discriminate between examples and non-examples of self-advocating behavior in various situations (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: home school community workplace

7.4. Identify factors that inhibit self-advocating behavior in various situations (e.g., lack of opportunity for self-advocacy, lack of reinforcement for self-advocating behavior, lack of training in self-advocacy rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: home school community workplace

7.5. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: home—family gathering, chores, meals
 school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—leisure activities, stores, restaurants, traveling
 workplace—on the job, breaks
 other: _____

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7.6. Monitor use of self-advocating behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: home—family gathering, chores, meals
 school—in class, between classes, extracurricular activities
 community—events, organizations, services,
 community—leisure activities, stores, restaurants, traveling
 workplace—on the job, breaks
 other: _____

8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

8.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine a present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: employment
 continuing education
 community participation
 independent living
 agency support
 daily living skills
 other: _____

8.5. Identify required and optional IEP team members. (IF.B.1.In.1, IF.B.1.Su.1)

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: in-school—course of study, diploma, extracurricular activities
 post-school—postsecondary training, employment
 post-school—living arrangements, community participation

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- 8.8. Use the results of personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.10. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.11. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)
- 8.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.15. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status of plan, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 8.16. Accept assistance with and participate in own IEP meeting. (IF.B.1.Pa.1)

9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

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Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

Work Assignments

9.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: ____ work on only one task at a time
____ pace self so tasks are completed on time
____ do not take prolonged or unnecessary breaks
____ reward yourself periodically for completing subtasks
____ other: _____

9.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: ____ use a timer or alarm clock to monitor time or deadlines
____ keep a model of final product for reference
____ use breaks appropriately
____ other: _____

Identifying Problems

9.3. Identify that a problem exists, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers or family members).

(CL.B.4.In.1, CL.B.4.Su.1)

Specify: ____ home ____ school ____ community ____ workplace

9.4. Identify possible reasons for existing problems (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks).

(CL.B.4.In.1, CL.B.4.Su.1)

Specify: ____ home ____ school ____ community ____ workplace

9.5. Predict possible outcomes associated with specific problems (e.g., will not gain respect of others, may be passed over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: ____ home ____ school ____ community ____ workplace

Solving Problems

9.6. Apply a general model for solving real problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: ____ home ____ school ____ community ____ workplace

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- 9.7. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
Specify setting: _____ home _____ school _____ community _____ workplace
- 9.8. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; poor evaluation by a supervisor—need to improve performance). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.9. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.10. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.11. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.12. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, and use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.13. Analyze possible outcomes associated with specific problems (e.g., truancy—miss lectures and homework assignments, serve detention, have trouble with parents and school; arguments with co-workers—will not gain respect of others, may be passed over for promotions, may be demoted; body odor—poor hygiene, social isolation). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.14. Identify alternative courses of action for solving a particular problem (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.15. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

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- 9.16. Complete identified tasks to solve problems at home, school, or work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.17. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.19. Accept assistance with and participate in solving problems encountered in routine tasks at home, school or in the community. (CL.B.4.Pa.1)

10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 10.1. Identify ways that planning and goal-setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.3. Identify behaviors that reflect positive self-esteem (e.g., interacts easily with new people, makes positive comments about self, sets high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 10.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)

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10.5. Identify factors that promote feelings of self-esteem (e.g., supportive family, opportunities for making choices, positive reinforcement for success). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

10.6. Identify factors that inhibit feelings of positive self-esteem (e.g., lack of opportunities for reinforcement, lack of training in self-esteem, lack of reinforcement for self-esteem, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

10.7. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks
_____ other: _____

10.8. Monitor own feelings of self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks
_____ other: _____

11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Grooming and Hygiene

- 11.1. Identify personal care activities involved in grooming and hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving
_____ washing and bathing
_____ toileting
_____ menstrual care
_____ other: _____
- 11.2. Demonstrate skills related to grooming and hygiene when completing personal care activities (e.g., hair—knowing desired length and style, knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file; cosmetics—knowing where each type of cosmetic is applied, knowing how to remove cosmetics; shaving—knowing about different types of shavers, and skin conditions; hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.3. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 11.4. Accept assistance with and participate in routine personal care activities involving grooming and hygiene. (IF.A.1.Pa.1)
Specify: _____

Motor Control and Self-Management

- 11.5. Identify personal care needs involved in motor control and managing self.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____
- 11.6. Demonstrate specific skills in completing personal care activities needed for motor control or managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

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- 11.7. Accept assistance with and participate in routine activities that involve motor control and managing self (If.A.1.Pa.2)

Specify activities: _____

Nutrition

- 11.8. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.9. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, interpreting nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.10. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Health Care and Wellness

- 11.11. Identify common health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identification of communicable diseases and symptoms
_____ knowledge of how diseases are transmitted and incubation periods
_____ preventative measures and ways to avoid contact
_____ possible treatments for communicable diseases
_____ other: _____
- 11.12. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.13. Demonstrate specific skills in giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, using knowledge of the methods of stopping bleeding, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.14. Use strategies to provide first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.15. Accept assistance with and participate in health care activities involving treatment and control of diseases and first aid. (IF.A.1.Pa.2)

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Wellness

- 11.16. Identify health care related to wellness (e.g., wellness plan, preventative medical and dental care, social activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.17. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, using knowledge of nonprescription medicines for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.18. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.19. Accept assistance with and participate in wellness activities. (IF.A.1.Pa.2)
Specify: _____

Tobacco, Alcohol, and Other Drug Abuse

- 11.20. Identify health care activities that prevent tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; knowing the dangers of tobacco, alcohol, and other drug abuse; knowing when prescription or nonprescription drugs should be taken; knowing the effects of smoking). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.21. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.22. Accept assistance with and participate in activities related to prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify : _____

Disability Awareness

- 11.23. Demonstrate specific skills in completing health care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, administering self-medication, finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

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- 11.24. Use strategies related to disability awareness to complete health care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise

- 11.25. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.26. Use strategies to participate in exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.27. Accept assistance with and participate in exercise routines. (IF.A.1.Pa.2)
Specify: _____

12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

- 12.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.2. Use strategies related to managing money and personal finances to complete productive activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 12.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.6. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.7. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 12.8. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 12.9. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for the project, determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.10. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.11. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 12.12. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.13. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
13. **Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.**
 - IF.A.2.In.2 demonstrate safe travel within and beyond the community.
 - IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
 - IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

General Travel Skills

- 13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.3. Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.5. Practice safety procedures when moving about in the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.6. Move about familiar environments purposefully with assistance. (IF.A.2.Pa.2)

Traveling by Bus

- 13.7. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.8. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 13.9. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.10. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

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Driving an Automobile

- 13.11. Accept assistance with and participate in traveling from one location to another by bus or other mass transit system. (IF.A.2.Pa.2)
Specify: _____
- 13.12. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.13. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.14. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door, pay for gas). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.15. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—lawsuits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.16. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, obtain copy of police report, call insurance company, obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.17. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

14. Demonstrate understanding of appropriate activities for recreation and leisure.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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- 14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.2. Demonstrate knowledge and skills needed to participate in a variety of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: games hobbies sports
 outdoor activities entertainment
 other: _____
- 14.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 14.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual requests for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.6. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

- 15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.2. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar, keep articles from newspaper or video clips of candidates' views on issues, carry driver's license at all times, ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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- 15.3. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing what organizations do, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.4. Use strategies related to finding community organizations to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., look at membership list of group to see if they are people who share your interests, ask members of the organization how they like it, read information, view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)
- 15.5. Demonstrate skills in completing productive activities in the community involving community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.6. Accept assistance with and participate in activities involving the use of community resources. (IF.A.2.Pa.1)
Specify activity: _____

16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

Using Written Communication

- 16.1. Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ note or e-mail—brief message to co-worker or supervisor
 _____ memo—announce an event to your customers
 _____ letter—business, response to complaint, request for information
 _____ report—progress report, business plan
 _____ other: _____

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- 16.2. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ caller's name _____ date
_____ who they represent _____ time
_____ phone number _____ message
_____ other: _____

- 16.3. List information (who, what, when, and where) of a given message. (Writing D 11: VI)

- 16.4. Write and address an envelope. (Writing D 12: VI)

- 16.5. Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

Communication Skills

- 16.6. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, walking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ tone of voice _____ pitch
_____ fluency (rate and rhythm) _____ loudness
_____ duration _____ other: _____

- 16.7. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is; linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)

- 16.8. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

- 16.9. Use appropriate language to express need for assistance in various situations

(e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

- 16.10. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ home _____ school _____ community _____ workplace

- 16.11. Respond to environmental and social cues to change behavior in various situations

(e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

- 16.12. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

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- 16.22. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.23. Give effective feedback to others (e.g., "You are doing great." "Try to do five more." "You need to try to throw the ball straight by looking where you are throwing." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

- SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations—with assistance.
SE.A.2.In.1 interact acceptably—with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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Skills for Working in Groups

- 17.1. Demonstrate behaviors that contribute positively to group effort (e.g., coming on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.4. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.5. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 17.9. Accept assistance with and participate in group situations. (SE.A.1.Pa.2)
Specify: _____

Interpersonal Communication Skills

- 17.10. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.11. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

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- 17.12. Display acceptance for people with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.13. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.14. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, identifying your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.15. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.16. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.17. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.18. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.19. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.20. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.21. Accept assistance with and participate in appropriate interaction with others. (SE.A.2.Pa.1)
Specify: _____

Physical Contact

- 17.22. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendships—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.23. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 17.24. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.25. Accept assistance with and participate in refusing inappropriate physical contact from others. (SE.A.2.Pa.1)

Conflict Resolution

- 17.26. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.27. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.28. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.29. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.30. Use skills when faced with a problem (e.g., determine the magnitude of the conflict; identify benefits gained from the resolution; establish acceptable negotiating guidelines; establish ground rules for time, commitment to the process, who will serve as the mediator, and confidentiality; use strategy and tactics for a win-win resolution; reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

- 17.31. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 17.32. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
- Specify: _____ supportive leaders—more participation by group members
_____ controlling leaders—group members may operate in fear
_____ negligent leaders—group members may not stay on task
_____ other: _____

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- 17.33. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

Functioning in Organizations

- 17.34. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 17.35. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 17.36. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 17.37. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school community
- 17.38. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: schools agencies
 businesses institutions
 workplace other: _____
- 17.39. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|--------------------------------------|
| Subject Area: | Academics: Subject Areas |
| Course Number: | 7960010 |
| Course Title: | Life Management and Transition: 9-12 |
| Previous Course Title: | Applied Life Management |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

The content should include, but not be limited to, the following:

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

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student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard high school diploma may take this course for elective credit to assist with individual transition planning. However, this course does not meet the standard diploma graduation requirement for life management.

This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

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Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise personal and career goals.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Personal Planning

- 1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.3. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Set school and extracurricular goals for preferred activities (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team, joining a service club). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Set personal goals related to preferred leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Set personal goals related to preferred community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Make a plan to implement personal goals (e.g., identify steps; record the steps on paper; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, a wrench, a screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of practice tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.9. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

- 1.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify various methods of achieving career goals when employed (e.g., working hard, living up to expectations, choosing jobs with high probability of promotion). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.12. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ accessibility
 _____ job requirements and selection standards
 _____ available career paths or options
 _____ amount and type of employee training/orientation
 _____ workplace culture and support
 _____ other: _____
- 1.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ reconcile self-assessment with environmental assessment of workplace
 _____ identify long-range alternatives
 _____ specify short-range goals
 _____ set priorities and prepare an action plan
 _____ develop a contingency plan
 _____ other: _____
- 1.14. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.15. *Identify resources for finding employment. (Social and Personal C 30: VI)*

Carrying Out Personal and Career Plans

- 1.16. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project on time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., learn how to use new equipment, join a club, practice your skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.18. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.19. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.20. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

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- 1.21. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.22. Accept assistance with and participate in expressing preference for productive activities in schools and community. (IF.B.1.Pa.1)
- 1.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

2. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Identify the benefits of participation in own IEP meetings (e.g., school program planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify steps in IEP development (e.g., determine long-term outcome desires, determine present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ employment
 ___ continuing education
 ___ community participation
 ___ independent living
 ___ agency support
 ___ daily living skills
 ___ other: _____
- 2.4. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Identify desired long-term outcomes (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ in-school—course of study, diploma, extracurricular activities
 ___ post-school—postsecondary training, employment
 ___ post-school—living arrangements, community participation

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- 2.7. Use the results of a personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.12. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if you haven't mastered competencies in vocational program to reach an exit point—work with employment specialist, get additional training, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.13. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.14. Accept assistance with and participate in expressing own desires for own IEP process and meeting. (IF.B.1.Pa.1)

3. Demonstrate understanding of personal career options.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

-
- 3.1. Identify general characteristics of various career clusters (e.g., agribusiness, business technology, family and consumer science). (CL.C.1.In.1, CL.C.1.Su.1)
 - 3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ activity level required
 _____ work environment
 _____ interaction with customers
 _____ other: _____
- 3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, running dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Identify trends in the local job market for various career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, or individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, cardio-pulmonary resuscitation (CPR), and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ day shifts _____ night shifts
 _____ part-time _____ full-time
 _____ overtime _____ other: _____
- 3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, restrictions, costs). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, bricklayer, teacher, secretary, nurse, bus driver, plumber, pipefitter). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter or waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.14. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.16. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.17. *Using appropriate sources of information, complete job-related application forms. (Social and Personal C 31: VI)*

4. Demonstrate understanding of job responsibilities and social competencies necessary for successful employment.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

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Personal Work Assignments

- 4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.4. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule
 _____ set an alarm clock as a reminder
 _____ track subtasks on calendar
 _____ check off subtasks when completed
 _____ begin subtasks at designated times
 _____ adjust to unforeseen circumstances
 _____ other: _____
- 4.5. *Sort like objects. (Social and Personal C 19: II)*
- 4.6. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

Using Tools and Technology

- 4.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
 _____ set up workstation with separate areas for needed supplies and equipment
 _____ other: _____
- 4.11. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or word processor). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.12. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 4.13. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. *Recognize dangerous situations in the environment. (Social and Personal C 33: III)*
- 4.16. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.17. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.18. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.19. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.20. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

Reliability and Work Ethic

- 4.21. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.22. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 26: IV)*
- 4.23. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 4.24. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, verify time for starting and quitting work). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.25. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
_____ return from breaks promptly
_____ inform supervisor if unable to work—illness, tardiness, scheduling conflicts
_____ other: _____

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- 4.26. *Identify appropriate attendance practice for school and work.*
(*Social and Personal C 26: IV*)
- 4.27. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.28. Identify actions to take if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.29. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.30. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, doesn't talk negatively about projects or people, doesn't complain; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.31. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

Ensuring Health and Safety

- 4.32. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.33. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—hardhat, eyewear, smock, gloves; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.34. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.35. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.36. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

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- 4.37. *Demonstrate understanding of safety and warning signs in the environment.* (Social and Personal D 37: V)
- 4.38. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.39. *Identify procedures for seeking assistance in unfamiliar or emergency situations.* (Social and Personal D 35: V)

Employability Skills

- 4.40. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.41. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.42. *Identify the characteristics of a good employee.* (Social and Personal C 23: IV)
- 4.43. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.47. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.49. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (Social and Personal C 25: IV)

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- 4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

5. Evaluate and review own interests and abilities as related to career and postsecondary educational opportunities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

5.1. Complete an initial personal appraisal to determine current status. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: ___ self-concept and values clarification
 ___ personality characteristics and personal style
 ___ motivational patterns and personal preferences
 ___ occupational interests
 ___ personal and educational background
 ___ work history and experience
 ___ key accomplishments and successes
 ___ satisfying and dissatisfying experiences
 ___ test scores
 ___ physical stamina
 ___ other: _____

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5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—personal preferences
_____ values, skills, and abilities—professional/technical, managerial, personal
_____ insight into capabilities—personal qualities, functional abilities
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____

5.3. Identify personal strengths which affect realistic job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

5.4. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

5.5. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., diplomas received, skills, talents, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

5.6. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., desire to please, social skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration— automobile body repairer; playing with animals— pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

5.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

6. Demonstrate understanding of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

Indicate guidance and support necessary for mastery at supported level:

- _____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: _____

Indicate assistance necessary for mastery at participatory level:

- _____ physical assistance full partial _____ assistive technology full partial
-

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- 6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Describe the characteristics of postsecondary education and training opportunities within career available to provide the skills associated with specific job types clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by colleges). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

7. Demonstrate the ability to apply skills of self-advocacy and self-determination, including accessing community resources, as appropriate in a variety of situations.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

-
- 7.1. Demonstrate self-advocating behaviors (e.g., acting decisively, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)
 - 7.2. Discriminate between examples and non-examples of self-advocating behavior (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)

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- 7.3. Identify factors that foster self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: home school community workplace
- 7.4. Identify factors that inhibit self-advocating behaviors in various situations (e.g., lack of opportunity for self-advocacy, rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: home school community workplace
- 7.5. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)
- 7.6. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home—personal care, meals, family gatherings
 school—in class, between classes, extracurricular activities
 community—events, organizations, services,
 community—leisure activities, stores, restaurants, traveling
 workplace—on-the-job, breaks
 other: _____
- 7.7. Monitor self-advocacy behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home—personal care, meals, family gatherings
 school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—leisure activities, stores, restaurants, traveling
 workplace—on-the-job, breaks
 other: _____
- 8. Demonstrate effective strategies and problem-solving skills when completing tasks in a variety of situations.**
- CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 8.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: ___ work on only one task at a time
 ___ pace self so tasks are completed on time
 ___ do not take prolonged or unnecessary breaks
 ___ reward yourself periodically for completing subtasks
 ___ other: _____
- 8.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: ___ use a timer or alarm clock to monitor time or deadlines
 ___ keep a model of final product for reference
 ___ use breaks appropriately
 ___ other: _____
- 8.3. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete task). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.6. Predict possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.7. Apply a general model for solving real-world problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: ___ school ___ workplace
 ___ community ___ personal life

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- 8.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ school _____ workplace
 _____ community _____ personal life
- 8.9. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; poor evaluation by a supervisor—need to improve performance; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.10. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.11. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.12. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.13. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.14. Predict possible outcomes associated with specific problems (e.g., school—truancy: miss lectures and homework assignments, serve detention, have trouble with parents and school; work—arguments with co-workers: will not gain respect of others, may be overlooked for promotions, may be demoted; personal life—lack of time to take frequent showers: body odor, poor hygiene, social isolation). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.15. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained ten pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)

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8.16. Select the most appropriate alternative or strategy for solving a specified problem (e.g., modeling—when a good example exists; estimation—when solving problems dealing with money, time, weight, distance; creative thinking—when developing stories, scenarios, situations with limited options). (CL.B.4.In.1, CL.B.4.Su.1)

- Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____

8.17. Complete identified tasks to solve problems at home, school, or work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

8.18. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)

8.19. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.20. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.21. Accept assistance with and participate in problem-solving activities in a variety of situations. (CL.B.4.Pa.1)

Specify: _____

9. Demonstrate understanding of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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- 9.1. Identify ways that planning and goal-setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.3. Identify behaviors that reflect positive self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.5. Identify factors that promote self-esteem (e.g., supportive family and friends, opportunities for making choices and stating preferences, recognition for effort and results). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 9.6. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)
- 9.7. Identify factors that inhibit self-esteem (e.g., lack of opportunities for reinforcement, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 9.8. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home—family gatherings, chores
 school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—leisure activities, stores, restaurants, traveling
 workplace—on-the-job, breaks
 other: _____
- 9.9. Monitor own feelings of self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home—family gatherings, chores
 school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—leisure activities, stores, restaurants, traveling
 workplace—on-the-job, breaks
 other: _____

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10. Use appropriate personal care skills to meet demands of a variety of situations (e.g., hygiene, grooming, maintaining fitness).

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Grooming and Hygiene

- 10.1. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly, polish; cosmetics—apply makeup correctly). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.2. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair styles; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of grooming supplies—aftershave lotion, cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.3. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.4. Use strategies related to hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means for meeting hygiene needs—special gum for tooth cleaning, personal wipes or bidets for toileting hygiene). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 10.6. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 10.7. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

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- 10.8. Accept assistance and participate in completing routine grooming and hygiene activities. (IF.A.1.Pa.2)

Specify: _____

Motor Control and Exercises

- 10.9. Demonstrate specific skills in correct lifting, standing, moving, bending, and carrying techniques (e.g., knowing how much strength is needed to lift an object, knowing correct posture or positioning for various activities, knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.10. Use strategies related to motor control and managing self to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.11. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.12. Demonstrate specific skills in completing an exercise program (e.g., motor skills to complete exercises appropriate to ability level—using weights, swimming, running; coordination for aerobics, yoga, karate, jumping rope; skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.13. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.14. Accept assistance with and participate in routine motor control and exercise activities. (IF.A.1.Pa.2)
- Specify: _____

11. Demonstrate knowledge and skills of budgeting and financial planning to manage personal funds effectively.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

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- 11.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to check monthly bills for accuracy; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.2. Use strategies related to managing money and personal finances to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits check, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.5. Contact community service agencies, businesses, or other resources that assist individuals with financial needs when necessary. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.7. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.8. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 11.9. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 11.10. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for a specific project, determining how much more money is needed to purchase the items). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.11. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.12. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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- 11.13. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.14. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.15. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, television, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

12. Demonstrate understanding of requirements and responsibilities associated with adult living arrangements (e.g., rent, insurance, property maintenance, care of personal goods).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Adult Living Arrangements

- 12.1. Identify common productive activities involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ identifying types of residential alternatives
 ___ selecting and planning where to live
 ___ identifying information contained in a mortgage or lease
 ___ identifying costs associated with obtaining and maintaining a house or apartment
 ___ other: _____
- 12.2. Identify when specific productive activities are needed for selecting adult living environments (e.g., deciding when to move, deciding when to rent a room, deciding when to look for a roommate, deciding when to make a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.3. Demonstrate knowledge and skills in completing productive activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identifying and abiding by rules of lease agreement—no pets, no smoking, late fees for rent, dates of moving in and moving out, fees for damage, repairs, inspections, and parking spaces; knowing the advantages and disadvantages in purchasing a house versus renting an apartment; knowing one’s rights as a renter or homeowner, identifying papers or forms necessary for purchasing a home or renting an apartment, knowing to call a landlord for repairs). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.4. Use strategies related to selecting adult living environments when completing productive activities (e.g., ask people at work and friends with similar income levels where they live and how they like it, ask relative for advice, check newspaper for classified advertisements, note proximity of neighborhood to stores and bus routes). (IF.A.1.In.1, IF.A.1.Su.1)

Furniture, Appliances, and Personal Goods

- 12.5. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying types of furniture, appliances, and personal goods
_____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____
- 12.6. Identify when specific productive activities in the home are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying places to purchase furnishings and appliances; comparing prices before purchasing furniture or appliances; covering furniture when leaving town for a long period of time; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.7. Demonstrate knowledge and skills when completing productive activities in the home involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care instructions before cleaning furniture, knowing if an item is of good quality, knowing how to locate sources for acquiring furnishings or appliances, knowing the advantages and disadvantages of purchasing new or used furniture or appliances, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.8. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., keep a list of items to purchase; check for need for cleaning after each use—clean dryer lint trap after drying clothes, wipe off the stove after each use; store all cleaning materials in a plastic bin). (IF.A.1.In.1, IF.A.1.Su.1)

Household Cleaning, Safety, and Maintenance

- 12.9. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: identifying areas and objects that need to be cleaned
 selecting appropriate tools and equipment to perform basic housekeeping
 scheduling chores that are done daily
 recycling items
 completing home maintenance chores
 securing the home by locking doors and windows
 maintaining the temperature in house depending upon weather conditions
 other: _____
- 12.10. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 12.11. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when light bulbs burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to dust; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.12. Demonstrate skills in completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; unplugging a lamp before changing the light bulb; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; performing light housekeeping—dusting, making bed, emptying trash, mopping, vacuuming; performing simple home maintenance—adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing to set the dial on the vacuum to the appropriate setting for carpet versus tile, knowing when to clean home, knowing to select a broom to sweep the floor, knowing to store cleaning supplies after using, knowing to shut off water supply valves during emergency plumbing situations, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.13. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 12.14. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 12.15. *Perform laundry tasks. (Social and Personal F 49: V)*

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- 12.16. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies an hand—light bulbs; mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

- 12.17. Identify common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using tools and supplies to perform yard care tasks
_____ keeping sidewalk and/or driveway clean
_____ maintaining outdoor light fixtures
_____ other: _____

- 12.18. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes annually, sweeping driveway or sidewalk when dirty, replacing burned-out lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.19. Demonstrate knowledge and skills in completing productive activities in the home involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod, planting flowers, cleaning front door mat, replacing mailbox, knowing to replace outside lights when burned out, knowing to rake leaves in a pile and throw them away). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.20. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

- 12.21. Use strategies related to maintenance of exterior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone such as a landlord about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

- 12.22. Set personal goals related to satisfactory living arrangements after high school (e.g., safe neighborhood, feasible price, accessible). (IF.A.1.In.1, IF.A.1.Su.1)

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13. Demonstrate ability to move about the community including using public or private transportation, if appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

General Travel Skills

- 13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.3. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.5. Practice safety procedures when moving about the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2; IF.A.2.Su.2)
- 13.6. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 13.7. Move about familiar environments purposefully—with assistance. (IF.A.2.Pa.2)
- 13.8. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)

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Traveling by Bus

- 13.9. Signal the desired bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 13.10. Use maps to travel on a bus and other mass transit systems in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.11. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.12. Accept assistance and participate in traveling by bus or other mass transit system in the community. (IF.A.2.Pa.2)
Specify: _____

Driving an Automobile

- 13.13. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.14. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.15. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.16. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.17. Describe the steps to take when involved in an accident (e.g., call police; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.18. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

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14. Demonstrate understanding of appropriate activities for recreation and leisure.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)

14.2. Identify personal preferences for activities for leisure and recreation. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ weekdays after work or school
 ___ weekends
 ___ vacations
 ___ other: _____

14.3. Demonstrate knowledge and skills needed to complete various types of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ games ___ sports ___ hobbies
 ___ outdoor activities ___ entertainment ___ other: _____

14.4. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)

14.5. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)

14.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.2.In.1, IF.A.2.Su.1)

14.7. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

14.8. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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- 14.9. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____

15. Demonstrate understanding of the nature and importance of community involvement and participation.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

- ____ physical assistance full partial ____ assistive technology full partial

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- 15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.2. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 15.3. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 15.4. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 15.5. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar; keep articles from newspaper (or video clips) of candidates' views on issues; carry driver's license or identification card at all times; ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.6. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.2.In.1, IF.A.2.Su.1)
- 15.7. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 15.8. Use strategies related to selecting community organizations to be able to engage in productive activities in the community on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask members of the organization how they like it, read information and/or view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)

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- 15.9. Demonstrate skills in completing productive activities involving informal gatherings of community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.10. Accept assistance with and participate in activities involving community resources. (IF.A.2.Pa.1)
Specify activity: _____

16. Demonstrate effective communication skills in a variety of settings.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

- ____ physical assistance full partial ____ assistive technology full partial

General Communication Skills

- 16.1. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ____ initiating topics
 ____ maintaining topics
 ____ taking turns
 ____ ending a conversation
 ____ repairing communication breakdowns
 ____ showing sensitivity to cultural differences
 ____ other: _____
- 16.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ____ home ____ school ____ community ____ workplace
- 16.3. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ____ tone of voice ____ pitch ____ fluency (rate and rhythm)
 ____ loudness ____ duration ____ other: _____

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- 16.4. *Identify personal feelings. (Social and Personal G 54: IV)*
- 16.5. Use appropriate language to express need for assistance in various situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.6. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.7. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.8. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.9. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.10. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify style and tone: _____
Specify audience and occasion: _____

Conversations and Greetings

- 16.11. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.12. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about the future, about personal problems, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: with family with friends
 with other familiar persons with unfamiliar persons
- 16.13. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to . . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

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- 16.14. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is ...; linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.15. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.16. Show interest in communicating (e.g., turn head, make nonverbal or verbal response, indicate attention or interest). (CO.A.1.Pa.1)
Specify: with family with friends
 with other familiar persons with unfamiliar persons
- 16.17. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: intentional body or head movement—move or turn toward speaker
 facial expressions—look at speaker, smile, blink
 oral communication—respond verbally
 gestures—head nod
 other: _____
- 16.18. Respond to cued commands through one or more observable behaviors (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: vocalization body movements
 facial expressions gestures
 other: _____

Using Feedback

- 16.19. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)
- 16.20. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.21. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 16.22. *Identify appropriate responses to praise and constructive criticism.*
(*Social and Personal G 57: V*)

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16.23. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

Using Written Communication

16.24 Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note or e-mail—brief message to co-worker or supervisor
 memo—announcement of an event to your customers
 letter—business correspondence, response to complaint, request for information
 report—progress report, business plan
 other: _____

16.25 Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: caller's name date
 who caller represents time
 phone number message
 other: _____

16.26 *List information (who, what, when, and where) of a given message.*
(Writing D 11: VI)

16.27 *Write a letter and address an envelope.* (Writing D 12: VI)

16.28 Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

17. Demonstrate understanding of interpersonal relationships as they relate to post-school adult living, including marriage and family life.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

Interpersonal Communication Skills

- 17.1. Demonstrate characteristics of communication which promote good relationships with others (e.g., speaking clearly, using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.2. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.3. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.4. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

Relationships

- 17.5. Differentiate between types of relationships (e.g., friendship, family, co-workers, club members, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.6. Display acceptance of people with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.7. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are available to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.8. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.9. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not heckle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.10. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

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- 17.11. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.12. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.13. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

- 17.14. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)
- 17.15. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.16. Identify sources of assistance if experiencing inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.17. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.18. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.19. Ask for assistance if one experiences inappropriate physical contact from another (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

Responsibilities to Others

- 17.20. Identify responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.21. *Cooperate with peers. (Social and Personal G 51: III)*
- 17.22. *Show respect for property of others. (Social and Personal G 52: III)*

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17.23. Identify the responsibilities individuals have to themselves as they relate to family and society. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: socially—feeling equal to peers, helping others
 physically—maintaining wellness and physical fitness
 emotionally—respecting yourself, trusting in yourself
 other: _____

17.24. Identify individual roles and responsibilities of family members. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: parents—nurture children, maintain household, keep the family together
 children—assist parents with chores, include family in activities
 extended family—communicate, offer assistance if needed, share in joys and sorrows
 other: _____

17.25. Identify knowledge and skills needed for caring for children (e.g., groom appropriately, bathe daily, feed at appropriate times, give first aid, take care of hygiene). (SE.A.1.In.1, SE.A.1.Su.1)

17.26. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)

Specify: family caregivers peers
 event employees other: _____

17.27. Interact with a typical range of persons for daily activities. (SE.A.2.Pa.1)

Specify: family caregivers peers
 event employees other: _____

17.28. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.Pa.1)

Specify: touch referent object point to actual object
 vocalize or gesture use assistive augmentative device
 verbalize or sign other: _____

17.29. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., respond to staff members, interact informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: family caregivers peers
 staff members other: _____

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18. Demonstrate understanding of strategies used for conflict resolution.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1 participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

Group Problem Solving

- 18.1. Demonstrate behaviors that contribute positively to group efforts (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.2 Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.3 Identify characteristics of group dynamics (e.g., need to listen and express clearly; need to differ in order to explore other ideas; need to follow proper etiquette and have good manners; need to reflect on the group dynamics before, during, and after working as a group). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.4 Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 18.5 Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: discuss the problem
 individually list possible causes
 record individual group members' suggestions and clarifications
 discuss and determine most probable causes
 implement corrective action or solution
 report results
 examine the next most probable cause if initial action is ineffective
 other: _____

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- 18.16 Identify ways in which various organizations function according to different sets of expectations (e.g., line of command, support for independent work, need for group collaboration, unsupervised work setting, flexibility of work schedule). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.17 Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ school _____ community _____ workplace
- 18.18 Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal/ethical/moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive will conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
- 18.19 Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify: _____ school _____ community _____ workplace

19. Use knowledge and skills to promote and maintain personal health and safety, including knowledge of health care, nutrition, human diseases, substance abuse, human sexuality, first aid, and cardiopulmonary resuscitation.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance full partial _____ assistive technology full partial

Nutrition

- 19.1. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, using knowledge of how to interpret nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)

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- 19.2. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid, pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Health Care and Wellness

- 19.3. Demonstrate specific skills in providing first aid and treating diseases (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.4. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 19.5. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: V)*
- 19.6. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 19.7. Use strategies related to first aid and treating diseases to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.8. Demonstrate knowledge and skills needed for cardiopulmonary resuscitation (CPR) (e.g., possible indicators of need, who to call for assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.9. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, knowing what over-the-counter medicines to take for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.10. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.11. Use knowledge related to prevention of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified dose of prescription and nonprescription drugs; knowing potential dangers of alcohol, tobacco, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.12. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

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- 19.13. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers, if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.14. Accept assistance with and participate in completing routine personal care activities. (IF.A.1.Pa.2)
Specify: _____

Disability Awareness

- 19.15. Demonstrate specific skills in completing activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and their implications, knowing treatment for disability and any associated problems, knowing limitations due to disability, knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.16. Use strategies related to disability awareness effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.17. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs. (IF.A.2.In.2, IF.A.2.Su.2)
- 19.18. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with medical needs (e.g., low in cost, covered by insurance, dependable, close to home, appropriate in matching doctor's specialization to illness or needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 19.19. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular disability-related service (e.g., knowledge of body parts and their functions, ability to match ailment to doctor's specialization). (IF.A.2.In.2, IF.A.2.Su.2)
- 19.20. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for persons with disabilities (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.21. Accept assistance with and participate in using needed services provided in the community. (IF.A.2.Pa.2)
Specify: _____

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Sexuality

- 19.22. Identify sexual behaviors that are responsible and safe (e.g., being respectful of partner's desires, being consistent with expectations or rules of the situation and location, using appropriate touch). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.23. *Identify body functions and recognize personal responsibility for human sexuality.* (Social and Personal E 44: V)
- 19.24. Discriminate between examples and non-examples of sexual behaviors that are responsible and safe (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.A.1.In.2, IF.A.1.Su.2)
- 19.25. Identify factors in situations that promote and/or inhibit sexual behaviors that are responsible and safe (e.g., promote—presence of positive role models, reinforcers, training, and opportunities to practice; inhibit—negative role models, use of alcohol, lack of reinforcement for appropriate behaviors, peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 19.26. Demonstrate behaviors that represent responsible and safe expressions of sexuality (e.g., using abstinence, birth control, appropriate touch, self-control; refraining from use of alcohol and other drugs; ignoring peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 19.27. Accept assistance with and participate in responsible and safe expressions of sexuality. (IF.A.1.Pa.2)
Specify: _____

Supported Levels: 9-12

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|---------------------------------------|
| Subject Area: | Supported Levels: 9-12 |
| Course Number: | 7961010 |
| Course Title: | Academic Skills for Functional Living |
| Previous Course Title: | Basic Academic Skills |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace.

The content should include, but not be limited to, the following:

- communication skills
- mathematical skills
- problem solving

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation, partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement

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may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate comprehension of verbal information.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Objects, Areas, and Tasks

- 1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
 ___ cooking—kitchen, stove, measuring cups, pots, pans
 ___ laundry—washer, dryer, detergent, bleach, stain remover
 ___ yard work—lawn, rake, lawnmower, shovel, hose
 ___ home repair—garage, workshop, hammer, wrench, drill, plunger
 ___ other: _____

- 1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ office—fax machine, copy machine, calculator, envelopes, stamps, desk
 ___ food service—trays, drink machine, sugar caddies, refrigerator
 ___ for employees—time card, locker, mailbox, uniform, lounge
 ___ maintenance—broom, wastebasket, cleaning supplies
 ___ other: _____

- 1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ classroom—desks, chalkboard, reference books, computers
 ___ cafeteria—trays, drink containers, waste baskets
 ___ media center, guidance, office, gymnasium, all-purpose room, bus
 ___ lab or workshop—equipment, tools, scales, sink, supplies
 ___ for students—folder, locker, textbook, workbook
 ___ other: _____

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- 1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: banking shopping using the post office
 eating out using the library other: _____
- 1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games crafts/hobbies outdoor activities
 sports entertainment other: _____

Pictures

- 1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: furniture appliances interior design
 supplies entertainment other: _____
- 1.7. Identify objects in the community as described and pictured in reference materials, magazines and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: buildings signs landmarks
 other: _____
- 1.8. Identify school-related objects as described and pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.10. *Identify information from a picture. (Reading A 4: IV)*

Frequently Used Words

- 1.11. Identify the meaning of frequently used words to accomplish functional tasks. (e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: common words
 opposite concepts
 temporal concepts
 categories
 directional concepts
 other: _____
- 1.12. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

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- 1.14. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.15. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 1.16. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.17. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.18. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*
- 1.19. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, homework, punctuation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.20. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal grooming and hygiene—brush, floss, shower, deodorant
 finances—coins, dollars, savings
 caring for clothes—wash, dry clean
 purchasing items—discount, sale, tax, charge
 other: _____
- 1.21. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: banking—withdrawal, deposit, account number, balance
 library—library card, check out, due date, late charge
 post office—letter, stamp, express mail, package
 businesses—stores, services, clerk, customer, cashier
 volunteer service—organization, responsibilities, schedule
 other: _____
- 1.22. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities sports
 entertainment hobbies events
 other: _____

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Following Directions

- 1.23. Follow directions to complete productive activities in the home (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.24. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity, such as coastal cleanup; participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.25. Follow directions when completing school tasks (e.g., class assignment, study guide, project, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.26. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.27. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 1.28. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 1.29. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.30. *Follow verbal directions with more than two steps. (Language B 14: V)*

Listening

- 1.31. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body towards speaker, makes appropriate follow-up comments.) (CO.A.1.In.1, CO.A.1.Su.1)
- 1.32. Use strategies to improve listening (e.g., repeat what you hear, say what you hear in your own words). (CO.A.1.In.1, CO.A.1.Su.1)

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2. Demonstrate expressive language skills.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Voice and Articulation

- 2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.2. *Imitate or approximate speech sounds. (Language A 3: I)*
- 2.3. *Imitate or approximate words. (Language A 4: II)*
- 2.4. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, walking in the halls of a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ tone of voice ___ pitch
 ___ fluency (rate and rhythm) ___ loudness
 ___ duration ___ other: _____

Greetings and Conversation

- 2.5. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 2.6. Use appropriate greetings when meeting other persons (e.g., formal—"Hello..." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.7. *Use language to initiate social greeting. (Language C 23: III)*
- 2.8. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.9. *Use language to respond to verbal greetings. (Language C 19: II)*
- 2.10. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs or school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ with family ___ with friends
 ___ with familiar persons ___ with unfamiliar persons

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- 2.11. *Use language to initiate conversation. (Language C 30: VI)*
- 2.12. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 2.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Functional Use of Language

- 2.14. Use appropriate language to express desires effectively in various situations (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify purpose: _____ requests _____ refusals _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.15. Use appropriate language to express ideas and feelings clearly in various situations (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify type: _____ opinion _____ fact _____ affection _____ anger
_____ sadness _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.16. Use appropriate language to express need for assistance in various situations (e.g., asks for help, raises hand, calls person's name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.17. Use appropriate language to express the need for assistance in emergencies (e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.18. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 2.19. *Express self-identity by telling first name. (Language C 17: II)*
- 2.20. *Use language to give simple commands. (Language C 18: II)*
- 2.21. *Express wants and needs. (Language C 20: II)*
- 2.22. *Express self-identity by telling full name. (Language C 21: III)*
- 2.23. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.24. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a word, how to dress for physical education
_____ personal task—how to use the microwave, how to find a location
_____ leisure task—how to pack for vacation, how to take care of a pet
_____ work task—how to clean up at the end of the day

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- 2.25. *State steps to complete a task. (Language C 31: VI)*
- 2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 2.28. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.29. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.30. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.31. *Describe pictures or objects. (Language C 24: III)*
- 2.32. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3. Demonstrate functional reading skills necessary for daily living tasks of personal life and the workplace.

- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Signs and Symbols

- 3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cooking _____ laundry _____ cleaning
 _____ plumbing _____ yard care _____ heating and cooling
 _____ other: _____

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- 3.12. *Read number words, zero to ten. (Mathematics B 11: V)*
- 3.13. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*
- 3.14. Identify the meaning of written words related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.15. Identify the meaning of written directions used in the school environment. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: class assignments tests homework assignments
 other: _____
- 3.16. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.17. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal grooming and hygiene—products, equipment
 caring for clothes—labels, products
 purchasing items—costs, signs
 other: _____
- 3.18. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: library—library card, signs, sections, activities
 post office—addresses, postage fees
 businesses—signs, services, hours of operation
 volunteering—name of organization, activities, locations
 other: _____
- 3.19. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities sports
 entertainment hobbies games
 other: _____

Phrases, Sentences, and Text

- 3.20. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: information questions
 directions commands
 requests other: _____

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- 3.21. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find recipe for dessert; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: highlighted words numbers dates
 charts pictures maps
 answers to questions other: _____

- 3.22. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: newspaper magazine reference book
 brochure directory manual
 instruction guide Internet resources
 other: _____

- 3.23. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Following Written Directions

- 3.24. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: number of steps—1, 2, multiple

- 3.25. Follow written directions to complete school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: number of steps—1, 2, multiple

- 3.26. Follow written directions in booklets, magazines, pamphlets, computer software to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)

- 3.27. Follow written directions and information given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

- 3.28. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*

- 3.29. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*

- 3.30. *Follow written directions with one-step. (Reading C 11: V)*

- 3.31. *Follow written directions with two-steps. (Reading C 13: VI)*

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4. Demonstrate functional writing skills necessary for daily living tasks of personal life and the workplace.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

General Writing Skills

4.1. Use appropriate modes in writing for personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: handwriting typewriter or word processor
 other: _____

4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

4.3. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*

4.4. *Write money values not to exceed \$10. (Mathematics E 38: V)*

4.5. Use legible handwriting to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: style—manuscript or cursive spacing size
 letter formation orientation
 other: _____

4.6. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: messages notes lists
 other: _____

4.7. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*

4.8. *Write simple sentences. (Writing D 10: V)*

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Personal Information

- 4.9. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.10. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.11. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 4.12. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.13. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Forms

- 4.14. Determine information needed in order to have the proper documents ready to complete specified forms (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)
- 4.16. Write needed information accurately on forms to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ application forms
 _____ order blanks
 _____ personal history
 _____ other: _____
- 4.17. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13 VII)*
- 4.18. *Complete simple order blanks. (Writing D 14: VII)*

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5. Demonstrate functional number concepts and computation skills necessary for daily living tasks of personal life and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

General Skills

5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*

5.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*

5.4. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ square ___ rectangle ___ triangle ___ circle

5.5. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ cube ___ sphere ___ cylinder ___ cone

Whole Numbers

5.6. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a car, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ to 10 ___ to 100 ___ to 1000
 ___ to 10,000 ___ to 100,000

5.7. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*

5.8. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

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Addition

- 5.21. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.22. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.23. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 5.24. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 5.25. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 5.26. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 5.27. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

Subtraction

- 5.28. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.29. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.30. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 5.31. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 5.32. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 5.33. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*

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Multiplication

- 5.34. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.35. Multiply numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.36. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*
- 5.37. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

Division

- 5.38. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.39. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.40. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

Problem Solving

- 5.41. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ draw pictures or diagrams _____ use concrete objects
 _____ state in own words _____ use models
 _____ other: _____
- 5.42. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.43. *Apply addition skills involving two 1-digit numbers to solve one-step addition problems. (Mathematics C 17: III)*

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- 5.44. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 5.45. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.46. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 5.47. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: V)*
- 5.48. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.49. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*
- 5.50. *Use a calculator to perform complex subtraction computations. (Mathematics C 26: VI)*
- 5.51. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*
- 5.52. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

6. Use basic measurement concepts involving length, weight, and volume to solve problems related to daily living and the workplace.

- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

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Linear Measurement

- 6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person's height, calculating the length of a room, determining distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards
 _____ miles _____ other: _____
- 6.2. Measure the length, width, or height of an object or area accurately, using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure
 _____ yard stick _____ other: _____
- 6.3. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*
- 6.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 6.5. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 6.6. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 6.7. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 12 inches = 1 foot _____ 3 feet = 1 yard
 _____ 36 inches = 1 yard _____ other: _____

Weight

- 6.8. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ounce _____ pound _____ ton _____ other: _____
- 6.9. Measure weight accurately using the appropriate tool to accomplish functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ bathroom scales _____ postal scales _____ produce scales
 _____ other: _____
- 6.10. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 6.11. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost of mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 16 ounces = 1 pound _____ 2000 pounds = 1 ton
 _____ other: _____

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Volume/Capacity

- 6.12. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: teaspoon tablespoon cup pint
 quart gallon liter
 other: _____

- 6.13. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, pouring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: teaspoon tablespoon cup pint
 quart gallon liter
 other: _____

- 6.14. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).*
(*Mathematics A 6: IV*)

- 6.15. *Identify a cup, quart, and gallon as tools to measure capacity.* (*Mathematics F 49: V*)

- 6.16. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed to store a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: 3 teaspoons = 1 tablespoon 4 cups = 1 quart
 4 quarts = 1 gallon other: _____

- 6.17. *Determine capacity by measuring to the nearest cup, quart, or gallon.*
(*Mathematics F 51: VI*)

- 7. Use basic measurement concepts involving time, temperature, and money to solve problems related to daily living and the workplace (e.g., schedules, consumer activity).**

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Time

- 7.1. Identify the meaning of commonly used concepts and measurement units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ other: _____
- 7.2. Associate activities with morning, afternoon, and night (i.e., eating breakfast, going to bed). (Mathematics G 56: III)
- 7.3. Identify the days of the week. (Mathematics G 58: IV)
- 7.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)
- 7.5. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)
- 7.6. Identify equivalent units of time to accomplish functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 60 seconds = 1 minutes _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 7.7. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days). (Mathematics G 63: VI)
- 7.8. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 7.9. Tell time to the hour. (Mathematics G 57: IV)
- 7.10. Tell time to the hour and half hour. (Mathematics G 59: V)
- 7.11. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)
- 7.12. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.13. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)
- 7.14. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

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Temperature

- 7.15. Identify temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing point of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 7.16. *Identify tools to measure temperature (e.g., thermometer, thermostat).* (Mathematics F 48: IV)
- 7.17. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
 _____ thermostat—furnace, car, tool motor
 _____ other: _____
- 7.18. *Determine the temperature using a Fahrenheit thermometer.* (Mathematics F 53: VI)

Money

- 7.19. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.20. *Identify coins as money.* (Mathematics E 31: III)
- 7.21. *Identify the coins: penny, nickel, dime, and quarter.* (Mathematics E 32: IV)
- 7.22. *Identify the cent (¢) sign and the dollar (\$) sign.* (Mathematics E 33: IV)
- 7.23. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10.* (Mathematics E 35: V)
- 7.24. *Identify money values not to exceed \$100.00 (e.g., \$62.43).* (Mathematics E 42: VI)
- 7.25. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.26. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

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- 7.27. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.28. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.29. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.30. *Identify which costs more through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.31. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.32. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

8. Use systematic approaches to solve problems encountered in school, home, and community.

- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

-
- 8.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.2. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.5. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.7. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.8. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.11. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.12. Determine impact of decisions and activities related to solving the problem (e.g., determine if the solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|--|
| Subject Area: | Supported Levels: 9-12 |
| Course Number: | 7961020 |
| Course Title: | Communication Skills for Functional Living |
| Previous Course Title: | Basic Communication Skills |
| Credit: | Multiple |

- A . Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of communication skills as they relate to daily tasks of personal life and the workplace.

The content should include, but not be limited to, the following:

- response to auditory stimulation
- use of oral language appropriate for various life situations
- use of augmentative communication systems
- interpretation of gestures, cues, and body language
- use of communication in the context of daily living and the workplace

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B . Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

Course Number: 7961020 - Communication Skills for Functional Living

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate receptive language skills.

- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Sounds

- 1.1. Identify the meaning of environmental sounds in various situations (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informing—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify sounds: alerting warning
 informing other: _____
Specify setting: home school community workplace
- 1.2. Identify the source or location of sounds in various situations (e.g., where a knock is coming from, where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: home school community workplace
- 1.3. *Locate a sound source. (Language A 2: 1)*

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Objects, Areas, and Tasks

- 1.4. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet).

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ cooking—kitchen, stove, measuring cups, pots, pans
_____ laundry—washer, dryer, detergent, bleach, stain remover
_____ yard work—lawn, rake, lawnmower, shovel, hose
_____ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ other: _____

- 1.5. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

(CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ general—time card, locker, mailbox, files, uniform
_____ office—fax machine, copy machine, calculator, envelopes, stamps
_____ food—trays, drink machine, sugar caddies, refrigerator
_____ maintenance—broom, wastebasket, cleaning supplies
_____ other: _____

- 1.6. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ classroom—desks, chalkboard, reference books, computers
_____ cafeteria—trays, drink containers, waste baskets
_____ school facilities—media center, guidance, office, gymnasium, all-purpose room, bus
_____ lab or workshop—equipment, tools, scales, sink, supplies
_____ personal—folder, locker, textbook, workbook
_____ other: _____

- 1.7. Identify objects, areas, and tasks for productive activities in the community (e.g., banking, picking up dry cleaning, shopping for groceries, voting). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking _____ shopping _____ using the post office
_____ eating out _____ using the library _____ other: _____

- 1.8. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ indoor games _____ crafts/hobbies _____ outdoor activities
_____ sports _____ entertainment _____ other: _____

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Pictures

- 1.9. Identify pictures of personal care objects in books, magazines, and newspapers to complete functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ hygiene products and equipment _____ exercise equipment and areas
 _____ dressing items and storage areas _____ other: _____

- 1.10. Identify pictures of household objects in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____

- 1.11. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ buildings _____ signs _____ landmarks
 _____ other: _____

- 1.12. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.13. *Match and discriminate pictures and shapes. (Reading A 2: III)*

- 1.14. *Identify information from a picture. (Reading A 4: IV)*

Words

- 1.15. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.2)

Specify: _____ common expressions
 _____ opposite concepts
 _____ temporal concepts
 _____ simple categories
 _____ directional concepts
 _____ other: _____

- 1.16. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)

- 1.17. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)

- 1.18. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*

- 1.19. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*

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- 1.20. *Demonstrate an understanding of beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.21. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.22. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*
- 1.23. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.24. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.25. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading A 7: V, VI)*
- 1.26. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal hygiene—brush, floss, shower, deodorant
 finances—balance checkbook, budget
 caring for clothes—wash, dry clean
 purchasing items—discount, sale, tax, charge
 other: _____
- 1.27. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: banking—withdrawal, deposit, account number, balance
 library—library card, check out, due date, late charge
 post office—letter, stamp, express mail, package
 businesses—stores, services, clerk, customer, cashier
 volunteer service—organization, responsibilities, schedule
 other: _____
- 1.28. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: indoor games outdoor activities sports
 entertainment hobbies events
 other: _____

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- 1.29. Identify the meaning of vocabulary related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: work hours—starting time, break, time card
 dress code—uniform, grooming
 locations—reception areas, parking, restrooms
 equipment—storage, maintenance, repairs, supplies
 other: _____

Signs and Symbols

- 1.30. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: cooking laundry cleaning
 plumbing yard care heating and cooling
 other: _____

- 1.31. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: exit and entrance signs restroom signs
 elevator signs other: _____

- 1.32. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: order here cashier
 no food or drink allowed no smoking
 name of business hours of operation
 no talking other: _____

- 1.33. *Recognize information communicated by common symbols and signs.*
(Reading A 1: III)

- 1.34. *Identify and demonstrate understanding of community signs and symbols.*
(Reading B 6: IV, V)

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2. Demonstrate expressive language skills.

- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Expressing Ideas and Information

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

2.2. *Imitate or approximate speech sounds. (Language A 3: I)*

2.3. *Imitate or approximate words. (Language A 4: II)*

2.4. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls of a hospital). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ tone of voice ___ pitch
 ___ fluency (rate and rhythm) ___ loudness
 ___ duration ___ other: _____

2.5. Use appropriate language to express ideas and feelings clearly in various situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ___ opinion ___ fact ___ affection
 ___ anger ___ sadness ___ happiness
Specify setting: ___ home ___ school ___ community ___ workplace

2.6. *Express self-identity by telling first name. (Language C 17: II)*

2.7. *Use language to give simple commands. (Language C 18: II)*

2.8. *Express self-identity by telling full name. (Language C 21: III)*

2.9. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ___ school task—how to look up a reference, how to dress for physical education
 ___ personal task—how to use the microwave, how to find a location
 ___ leisure task—how to pack for vacation, how to take care of a pet
 ___ work task—how to order supplies
 ___ other: _____

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- 2.10. *State steps to complete a task. (Language C 31: VI)*
- 2.11. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: home school community workplace
- 2.13. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: home school community workplace
- 2.14. *Describe pictures or objects. (Language C 24: III)*
- 2.15. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 2.16. *Reproduce own first name. (Writing A 1: IV)*
- 2.17. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions for a process). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.18. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.19. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: easy to difficult general to specific
 least important to most important specific to general
 most important to least important cause and effect
 other: _____

Expressing Needs and Desires

- 2.20. Use appropriate language to express desires effectively in various situations (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: requests refusals other: _____
Specify setting: home school community workplace
- 2.21. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CL.B.2.In.2, CL.B.2.Su.2)
Specify setting: home school community workplace

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- 2.22. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2.Su.2)
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.23. *Express wants and needs. (Language C 20: II)*
- 2.24. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 2.25. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

3. Demonstrate communication skills necessary for social, vocational, and community living.

- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Interpersonal Communication Skills

- 3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.4. *Use language to initiate social greeting. (Language C 23: III)*

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Using Greetings and Conversations

- 3.5. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____
- 3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, future, finances; friends—about what is happening in your life, shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
 _____ with familiar persons _____ with unfamiliar persons
- 3.7. *Use language to respond to verbal greetings. (Language C 19: II)*
- 3.8. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.9. *Use language to initiate conversation. (Language C 30: VI)*
- 3.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.11. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Using Social Language Skills

- 3.12. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics _____ maintaining topics
 _____ taking turns _____ ending a conversation
 _____ repairing communication breakdowns
 _____ showing sensitivity to cultural differences
 _____ other: _____
- 3.13. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.14. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.15. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.16. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.17. Identify communications and behaviors that compliment others (e.g., saying "Good job." "Well done." "I am impressed with your work." "I admire your ability."; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.18. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Initiating Communication

- 3.19. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify signal and situation: _____
- 3.20. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Responding to Communication

- 3.21. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.23. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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3.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

3.26. *Respond to voice or environmental sound. (Language A 1: 1)*

3.27. *Respond to own name. (Language B 5: 1).*

Using Functional Communication

3.28. Demonstrate functional communication skills used in personal care and health activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: initiating personal care or health activities
 requesting assistance
 requesting equipment, tools, or supplies
 conveying physical needs or desires
 responding accurately to directions, prompts, or questions
 other: _____

3.29. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: initiating productive activities in the home
 requesting assistance
 requesting equipment, tools, or supplies
 conveying physical needs or desires
 responding accurately to directions, prompts, or questions
 other: _____

3.30. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: initiating productive activities in the community
 requesting assistance
 requesting equipment, tools, or supplies
 conveying physical needs or desires
 responding accurately to directions, prompts, or questions
 other: _____

3.31. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: initiating leisure activities
 requesting assistance
 requesting equipment, tools, or supplies
 conveying physical needs or desires
 responding accurately to directions, prompts, or questions
 other: _____

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- 3.32. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ initiating selection and use of community resources
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____
- 3.33. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.34. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.35. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.36. *Follow verbal directions with more than two steps. (Language B 14: V)*

Using Listening Skills

- 3.37. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.38. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify style: _____ relaxed _____ active _____ social _____ defensive
_____ other: _____
- 3.39. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.40. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
_____ paying attention to cues—first, second..., in summary, most important
_____ linking what is heard to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 3.41. Use strategies to improve effectiveness of own listening (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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3.42. Use skills and strategies to remember and understand oral directions more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: repeat directions paraphrase directions
 write directions make a drawing or diagram
 other: _____

3.43. Use skills and strategies to remember and understand directions involving demonstrations or models more effectively. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: verbalize key features or steps
 break into smaller components for practice
 practice with physical guidance
 practice with verbal prompting
 other: _____

4. Demonstrate communication skills involving telephone use.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: rotary dial, pushbutton handset answering machine
 other: _____

4.2. Identify different types of telephones in various settings (e.g., handsets, wall phones, decorator phones, cordless phones, cellular phones, pay phones, telecommunication devices for the speech or hearing impaired [TDDs]). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: home school community workplace

4.3. Demonstrate the specific knowledge and skills required to use a telephone. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: knowing function and use of telephone parts
 knowing function of various signals and tones
 knowing correct way to dial local and long distance numbers
 knowing how to get assistance with other telephone services
 using a telephone directory
 using emergency numbers such as operator or 911
 using basic information numbers such as 411
 using pay telephone
 other: _____

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4.4. Demonstrate specific knowledge and skills required to communicate by telephone (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: what to say when answering the phone, "Hello. This is . . ."
 what to say when making a call, "Hello. Is . . . there?"
 what to say when ending a call, "Bye. Talk to you later."
 how to leave a message
 how to take a message
 how to carry on a conversation on the phone
 other: _____

4.5. *Identify and use emergency number (0-911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

4.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

4.7. Record a telephone message to accurately reflect information from incoming calls. (CL.B.2.In.2, CL.B.2.Su.2)

- Specify: caller's name date who they represent
 time phone number message
 other: _____

5. Demonstrate awareness of gestures, cues, and body language used by self and others.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

5.1. Identify the meaning of gestures, body language, and hand signals used while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

5.3. Use appropriate nonverbal language and gestures when communicating in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- Specify setting: home school community workplace

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6. Use an appropriate communication system according to individual needs and capabilities.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 6.1. Identify different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)
Specify system: sign language total communication
 finger spelling augmentative communication
 verbal language symbol system
 other: _____
- 6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)
Specify: home school community workplace
- 6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: home school community workplace
- 6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
- 6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)
Specify: activate a switch (eye gaze, manual board, electronic device)
 use a scanning array (linear, row/column, block, circular, quadrant, group)
 select directly (touching)
 other: _____
Specify setting: home school community workplace
- 6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)
Specify: objects realistic pictures
 blackline drawings icons (multiple meanings)
 written words other: _____
Specify setting: home school community workplace

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- 6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

Specify skill: initiating topics maintaining topics
 taking turns ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

Specify setting: home school community workplace

- 6.9. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship between student and another can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.Su.1)

Specify: home school community workplace

- 6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)

Specify system: sign language total communication system

Specify setting: home school community workplace

- 6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify method: speech reading finger spelling sign language

Specify setting: home school community workplace

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Supported Levels: 9-12
Course Number: 7961030
Course Title: Personal and Home Skills for Functional Living
Previous Course Title: Basic Personal and Home Living Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life.

The content should include, but not be limited to, the following:

- personal care, including hygiene and grooming
- living arrangements
- household maintenance
- health and safety
- interpersonal relationships
- nutrition
- community resources

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been

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designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Use knowledge and skills for personal care, including hygiene and grooming.**

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Dressing

- 1.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____

- 1.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)

- 1.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____

- 1.4. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

- 1.5. *Take off clothing with fasteners. (Social and Personal A 3: III)*

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- 1.6. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 1.7. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 1.8. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 1.9. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

- 1.10. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
 _____ nails—cutting, polishing, cleaning, filing
 _____ cosmetics—applying, removing
 _____ shaving—plugging in razor, applying shaving lotion
 _____ other: _____
- 1.11. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.12. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
 _____ nails—cutting, polishing, cleaning, filing
 _____ cosmetics—applying, removing
 _____ shaving—plugging in electric razor, applying shaving lotion
 _____ other: _____
- 1.13. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend or relative about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Hygiene

- 1.14. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: washing and bathing—washing hands and face, showering
 dental care—brushing, flossing, using mouthwash
 using the toilet—cleaning self, flushing
 menstrual care—using protective products, disposing
 other: _____

- 1.15. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)

- 1.16. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

- 1.17. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: washing and bathing
 dental care
 using the toilet
 menstrual care
 other: _____

- 1.18. *Wash and dry face and hands and brush teeth.* (Social and Personal A 2: III)

- 1.19. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

2. Use appropriate practices to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 2.1. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
 _____ identifying sexually transmitted diseases and HIV/AIDS
 _____ identifying how diseases are transmitted and incubation periods
 _____ identifying preventative measures and ways to avoid contact
 _____ identifying possible treatments for communicable diseases
 _____ knowing when and how to seek assistance
 _____ other: _____
- 2.2. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain from illness). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.3. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV).*
- 2.4. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
 _____ identifying sexually transmitted diseases and HIV/AIDS
 _____ identifying how diseases are transmitted and incubation periods
 _____ identifying preventative measures and ways to avoid contact
 _____ identifying possible treatments for communicable diseases
 _____ knowing when and how to seek assistance
 _____ other: _____
- 2.5. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 2.6. *Identify appropriate storage and use of medications. (Social and Personal D 41: V)*
- 2.7. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, develop a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)

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First Aid

- 2.8. Identify common health care activities involving first aid (e.g., recognizing wounds; identifying warning signs; using treatments, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ calling 911, poison control
 _____ other: _____
- 2.9. Identify when first aid is needed for health care activities (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.10. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 2.11. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 2.12. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course; ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

- 2.13. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
 _____ personal daily medical needs—self-medication, seizure management
 _____ regular exercise
 _____ maintaining a nutritious diet using the Food Guide Pyramid
 _____ stress management
 _____ social activities
 _____ other: _____
- 2.14. *Identify body parts and gender.* (Social and Personal E 39: III)
- 2.15. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

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- 2.16. Identify when health care activities are needed for wellness (e.g., see the general practitioner, gynecologist, and ophthalmologist annually or as needed; see the dentist every six months for a cleaning or as needed; attend to other kinds of problems). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.17. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
_____ personal daily medical needs—self-medication, seizure management
_____ regular exercise
_____ maintaining a nutritious diet using the Food Guide Pyramid
_____ stress management
_____ social activities
_____ other: _____
- 2.18. Use strategies to complete wellness activities effectively, efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Preventing Tobacco, Alcohol, and Other Drug Abuse

- 2.19. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
_____ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ identifying mental and social dangers of substance abuse
_____ identifying legal control of tobacco, alcohol, and other drug use
_____ identifying the role of peer pressure
_____ other: _____
- 2.20. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.21. Use specific knowledge and skills related to preventing tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

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- 2.23. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

Motor Control

- 2.24. Identify common personal care needs involved in motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
 _____ postural alignment for sitting, standing, lifting, and movement
 _____ proximity to objects
 _____ other: _____
- 2.25. Identify when personal care activities are needed for motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.26. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
 _____ postural alignment for sitting, standing, lifting, and movement
 _____ proximity to objects
 _____ other: _____
- 2.27. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

- 2.28. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ appropriate use of equipment and assistive or adaptive devices
 _____ recognizing the need for repair or maintenance of any prosthesis
 _____ management of daily medical needs
 _____ requesting assistance with disability needs when necessary
 _____ other: _____

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- 2.29. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ appropriate use of equipment and assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 2.30. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group; get on a mailing list of disability advocacy groups, ask friends with similar disabilities how they take care of personal needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

- 2.31. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 2.32. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

- 2.33. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

- 2.34. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

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- 3.6. Set preferred goals for post-school adult living arrangements weighing strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: short-term goals
 long-term goals
 other: _____
- 3.7. Make a plan to implement personal goals for post-school adult living arrangements (e.g., identify steps, write the steps on paper, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.8. Adapt plan and goals in response to changing situations and requirements of adult living arrangements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 4. Initiate and carry out steps of household maintenance and domestic activities appropriately and safely (e.g., care of clothing, furniture, and personal goods; care of yard).**
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Selecting and Caring for Clothing

- 4.1. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: selecting and planning what to wear based on occasion, weather, or activity
 washing and drying clothes, hanging or folding clothes, ironing clothes
 using a washing machine and clothes dryer
 determining which clothes require dry cleaning
 mending clothes
 organizing and storing clothing in closets or drawers
 recognizing when clothing should no longer be worn
 other: _____
- 4.2. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned—stained, soiled; determining which clothes to hang to dry and which clothes to be put in the dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.3. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
_____ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ using a washing machine and clothes dryer
_____ determining which clothes require dry cleaning
_____ mending clothes
_____ organizing and storing clothing in closets or drawers
_____ recognizing when clothing should no longer be worn
_____ other: _____

- 4.4. *Perform laundry tasks. (Social and Personal F 49: V)*

- 4.5. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 4.6. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____

- 4.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.8. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
- 4.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes; wipe top of stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

- 4.10. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____
- 4.11. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.12. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____
- 4.13. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 4.14. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 4.15. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 4.16. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 4.17. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.18. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar, place a picture of object to be cleaned on cleaning agent, associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

- 4.19. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

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4.20. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

4.21. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox): (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

4.22. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

5. Demonstrate knowledge of effective ways to respond to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

5.1. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)

5.2. Show self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)

- Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

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- 5.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.6. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.7. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.8. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.9. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.10. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify appropriate coping skills in relation to death, dying, and suicide prevention (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

6. Demonstrate interpersonal communication skills necessary for home and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

CO.A.1.Su.1 initiate communication and respond effectively when communicating in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Interpersonal Communication

- 6.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.In.1)
- 6.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.In.1)
- 6.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.In.1)
- 6.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.In.1)
- 6.5. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.In.1)
- 6.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 6.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have been seated, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.In.1)
- 6.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendships—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.In.1)
- 6.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)

Communication

- 6.10. Use appropriate greetings when meeting others in the home (e.g., “Hi, it's nice to see you again.”). (CO.A.1.In.1, CO.A.Su.1)
- 6.11. Respond to greetings appropriately (e.g., “Thank you for coming.” “Fine, thank you.”) (CO.A.1.In.1, CO.A.Su.1)
- 6.12. Use appropriate topics when conversing with others. (CO.A.1.In.1, CO.A.Su.1)

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Responding to Humor

- 6.13. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.14. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—family gatherings, meals, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—productive activities, breaks, meals
- 6.15. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

Responding to Criticism

- 6.16. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.17. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 6.18. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 6.19. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

7. Demonstrate awareness of responsible behavior in interpersonal relationships and families.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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- 7.1. Identify examples of considerate behavior (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.2. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.3. Identify examples of behavior that is cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In., IF.B.2.Su.1)
- 7.4. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.5. *Cooperate with peers. (Social and Personal G 51: III)*
- 7.6. *Show respect for property of others. (Social and Personal G 52: III)*
- 7.7. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 7.8. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 7.9. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.10. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.11. Demonstrate behavior that contributes to the effort of a group or family. (SE.A.1.In.1, SE.A.1.Su.1)
- 7.12. Identify responsibilities one has to his or her family. (SE.A.1.In.1, SE.A.1.Su.1)

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- 7.13. Use responsible behavior when interacting with others in the home or family.
(SE.A.1.In.1, SE.A.1.Su.1)

8. Demonstrate awareness of nutritional values of food and their relationship to health (e.g., diets, eating habits) relevant to personal needs.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Eating

- 8.1. Identify persons, objects, tasks, and areas associated with common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting and using dishes, glasses, and utensils properly
 ___ using table manners, including cleaning up
 ___ other: _____

- 8.2. Use specific knowledge and skills when completing personal care activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ home ___ school ___ community

- 8.3. *Feed self with spoon independently. (Social and Personal B 8: II)*

- 8.4. *Feed self independently with utensils. (Social and Personal B 9: III)*

- 8.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

- 8.6. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

- 8.7. *Follow correct lunch procedures. (Social and Personal B 13: IV)*

Nutrition

- 8.8. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting food that provides nutritional value according to the Food Guide Pyramid
 ___ following a diet that provides complete nutrition
 ___ other: _____

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- 8.9. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.10. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: selecting food that provides nutritional value according to the Food Guide Pyramid
 following a diet that provides complete nutrition
 other: _____
- 8.11. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient rich and nutrient lacking foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

9. Demonstrate skills for food preparation and handling.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 9.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: selecting and planning what to eat—according to the Food Guide Pyramid
 serving already prepared food
 preparing simple cold foods—salads, sandwiches
 preparing simple hot foods—soups, hot beverages
 preparing more complicated foods—cookies, stews, roasts
 using small appliances in preparing food—blender, mixer, toaster
 using large appliances in preparing food—stove, oven, refrigerator
 following a recipe—measuring, cutting, mixing, cooking, cooling
 setting table and serving food
 cleaning up table, dishes, and kitchen
 storing food—opened food packages, leftovers
 determining food conditions—spoiled, raw, cooked, frozen, defrosted
 using adaptive devices in preparing food.
 other: _____

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- 9.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 9.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 9.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 9.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 9.8. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 9.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 9.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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10. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, making payments, attending events).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Mail and Telephone Services

10.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

(IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ mail—US Post Office
 ___ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 ___ other: _____

10.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ writing a card or letter and addressing an envelope
 ___ determining and obtaining correct postage
 ___ locating and using mail boxes and pickup and delivery services
 ___ registering a change of address
 ___ other: _____

10.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ function and use of telephone parts
 ___ function of various signals and tones
 ___ correct way to dial local numbers
 ___ how to get assistance with telephone services
 ___ using emergency numbers such as 911
 ___ using basic information numbers such as 411
 ___ using pay telephones
 ___ other: _____

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10.4. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ what to say when answering the phone—"Hello. Is ... there?"
_____ what to say when making a call—"Hello. This is..."
_____ what to say when ending a call—"Bye. Talk to you later."
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____

10.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

10.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Managing Money and Personal Finances

10.7. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ preparing a budget
_____ managing and protecting personal cash
_____ using comparative shopping to make wise purchases
_____ other: _____

10.8. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ preparing a budget
_____ managing and protecting personal cash
_____ using comparative shopping to make wise purchases
_____ other: _____

10.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

10.11. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

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- 10.12. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt; use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

- 10.13. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ becoming familiar with community leaders and organizations
 _____ participating in local service organizations
 _____ participating in service activities of religious organizations
 _____ other: _____
- 10.14. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.15. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, helping at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ becoming familiar with community leaders and organizations
 _____ participating in local service organizations
 _____ participating in church service activities
 _____ other: _____
- 10.16. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 10.17. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 10.18. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board on local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Seeking Assistance

- 10.19. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 10.20. Ask for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 10.21. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 10.22. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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10.23. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

11. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Community Resources for Personal Needs

11.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hair care ___ laundromat ___ dry cleaner
 ___ other: _____

11.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

11.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ library ___ parks and recreation facilities
 ___ public safety ___ other: _____

11.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the item). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ department stores ___ convenience stores ___ drug stores
 ___ grocery stores ___ hardware store ___ specialty stores
 ___ flea markets ___ second hand stores ___ garage sales
 ___ other: _____

11.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ restaurants ___ cafeterias ___ fast food chains
 ___ refreshment stands ___ vending machines
 ___ other: _____

11.6. *Use coin-operated machines. (Social and Personal H 63: V)*

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- 11.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____
- 11.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: banks credit unions savings and loan
- 11.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: clinics hospitals
 doctor's offices health departments
 mental health and guidance clinics
 other: _____

12. Travel safely within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

General Travel Information

- 12.1. Identify various means of transportation for people with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility Within the Home, Community Buildings, and Schools

- 12.3. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

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12.16. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 36: V)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Supported Levels: 9-12
Course Number: 7961040
Course Title: Leisure and Recreation Skills for Functional Living
Previous Course Title: Basic Leisure and Recreation Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.

The content should include, but not be limited to, the following:

- selection of appropriate activities
- social and behavioral expectations
- maintenance of equipment and materials
- interpersonal relationships
- community resources

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most

Course Number: 7961040 - Leisure and Recreation Skills for Functional Living

relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. Identify the benefits of leisure and recreational activities (e.g., meet new people, relieves stress, keeps mind off worries, learn new things, keeps you active, occupies unstructured time, provides enjoyment). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 1.4. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space, know the rules of the game, obtain tickets for events, arrange transportation, attend events). (IF.A.1.In.1, IF.A.1.Su.1)

2. Demonstrate awareness of community resources related to leisure and recreation activities.

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 2.1. Identify leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ musical performances—concerts, dance performances
 ___ theatre and plays
 ___ sports events
 ___ celebrations—holidays, parades, festivals, exhibits
 ___ other: _____

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2.2. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the football season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

2.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: musical performances—concerts, dance performances
 theatre and plays
 sports events
 celebrations—holidays, parades, festivals, exhibits
 other: _____

2.4. Use specific knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: library parks and recreation facilities public safety
 other: _____

2.5. Use specific knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: restaurants cafeterias
 refreshment stands vending machines
 other: _____

2.6. Use specific knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____

3. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Course Number: 7961040 - Leisure and Recreation Skills for Functional Living
Interpersonal Communication

- 3.1. Identify steps for introducing self to others when participating in leisure activities (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.2. Identify characteristics of a good listener when interacting with others during recreation activities (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.3. Identify verbal and nonverbal communications which relay messages to others when participating in leisure activities (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.4. Identify communications and behaviors that compliment others when participating in recreation activities (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.5. Recognize and display sensitivity to others' feelings when participating in leisure activities (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.7. Use actions of others as social cues for appropriate behavior in leisure activities (e.g., waiting to start eating until all have been served, letting others go first when playing a game, not sitting down until all others have sat down, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.8. Identify behaviors that represent appropriate physical contact from others when participating in recreation activities (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.9. Identify behaviors that represent inappropriate physical contact from others when participating in leisure activities (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.10. *Identify behaviors which indicate acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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4. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

General Skills

- 4.1. Discriminate between behaviors that are socially unacceptable in public yet are acceptable in private when participating in leisure activities (e.g., adjusting undergarments). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.2. Identify appropriate behaviors for specific leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 4.3. Identify appropriate clothing or uniform for selected leisure or recreation activities (e.g., swimsuit, sweat suit, baseball uniform, hiking boots). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.4. Identify necessary safety equipment and protective gear for selected leisure or recreation activities (e.g., helmet, knee guards, shin pads, goggles). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.5. Wear appropriate clothing and safety equipment when participating in selected leisure and recreation activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 4.6. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

Functioning Independently

- 4.7. Identify examples of self-initiation behaviors when participating in leisure activities (e.g., start or begin game on own, ask for additional supplies). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.8. Demonstrate initiative in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home—games, videos, hobbies
 school—extracurricular activities
 community—events, organized activities, exhibitions
 community—leisure activities, restaurants, traveling

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- 4.9. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in recreation activities (e.g., organize, monitor, and carry out activities; follow through with instructions; complete activities; work with sufficient speed). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.10. Demonstrate self-management in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, restaurants, traveling
- 4.11. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.13. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.14. *Show respect for the property of others. (Social and Personal G 52: III)*
- 4.15. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.16. Identify examples of self-controlling behaviors when participating in leisure activities (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.17. Demonstrate self-control in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.18. Identify examples of self-advocating behaviors when participating in recreation activities (e.g., indicate preferred and unpreferred activities, speak up for one's self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.19. Demonstrate self-advocacy in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.20. Identify examples of self-esteem behaviors related to leisure activities (e.g., display self-respect, make positive comments, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

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- 4.21. Demonstrate self-esteem in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ home—games, videos, hobbies
_____ school—extracurricular activities
_____ community—events, organizations
_____ community—leisure activities, stores, restaurants, traveling

- 4.22. *Identify appropriate responses to praise and constructive criticism.*
(Social and Personal G 57: V)

- 4.23. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)

- 4.24. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)

Playing on Teams

- 4.25. Demonstrate behaviors that contribute positively to team effort (e.g., being prompt, practicing, complimenting contributions of others, taking turns, sharing equipment, being willing to make changes if needed, helping others if needed). (SE.A.1.In.1, SE.A.1.Su.1)

- 4.26. Identify appropriate actions to use when joining a team (e.g., ask permission, demonstrate your skills, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

- 4.27. Demonstrate behavior that meets social expectations when playing on a team (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

- 4.28. *Cooperate with peers.* (Social and Personal G 51: III)

Participating in Organizations

- 4.29. Identify organizations for leisure or recreation in which individuals may participate (e.g., clubs, fitness centers, parks, recreation centers). (SE.A.1.In.3, SE.A.1.Su.2)

- 4.30. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)

- 4.31. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)

- 4.32. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)

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5. Travel safely within and beyond the community to engage in leisure and recreation activities.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 5.1. Move about in the immediate neighborhood from one location to another to engage in leisure activities (e.g., walk, bike, take a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.2. Use available modes of transportation to reach distant locations in or beyond the community to engage in recreation activities (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.3. Practice safety procedures when walking or biking for leisure activities (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.4. Practice safety procedures when riding in a car (e.g., wear seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.5. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services for leisure activities (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: ___ public buses ___ private taxis and limos
 ___ special services for disabled ___ other: _____

6. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 6.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations encountered in leisure activities (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)

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- 6.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations encountered in recreation activities. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—games, picnics, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 6.3. Identify unsafe factors or potentially dangerous situations in a leisure activity in the community (e.g., heavy traffic, unlit streets, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 6.5. Identify aggressive and violent behavior in others as a threat to personal safety when engaged in leisure activities (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.6. Identify ways to avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.7. Behave in ways that avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.8. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
7. **Use appropriate recreational activities to maintain good health and physical fitness.**
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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Exercise Programs

7.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.2. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.4. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate skills and knowledge for selected leisure and recreation activities involving sports and games.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

8.1. Identify leisure activities that involve playing games and sports with others. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
_____ other: _____

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8.2. Identify appropriate times and occasions for leisure activities that involve playing games and sports with others (e.g., recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills when playing games and sports with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: indoor card and board games—bingo, checkers, rummy
 outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
 other: _____

8.4. Use strategies related to playing games and sports with others to complete leisure activities in the home and in the community effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place; identify certain games or activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate skills and knowledge for selected leisure and recreation activities involving hobbies and crafts.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

9.1. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: arts and crafts
 collections
 watching movies, reading, playing video games, listening to music
 other: _____

9.2. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

9.3. Use specific knowledge and skills when engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: arts and crafts
 collections
 watching movies, reading, playing video games, listening to music
 other: _____

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10. Demonstrate skills and knowledge for selected leisure and recreation activities involving nature and outdoors.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Caring for Pets

10.1. Use specific knowledge and skills when completing leisure activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called).

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the pet
 ___ caring for the pet—taking for walks, feeding, training, grooming
 ___ other: _____

10.2. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.3. Identify leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.4. Identify appropriate times and occasions for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.6. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter; note what neighbors are doing; buy pre-measured fertilizers or plant foods—fertilizer spikes; ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

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Participating in Outdoor Activities

10.7. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____

10.8. Identify appropriate times and occasions for leisure activities in the outdoors
(e.g., when the correct equipment is available, during a season favorable to being outdoors).
(IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when completing outdoor leisure activities
(e.g., hiking and climbing—using safety skills, walking and climbing; camping—pitching a tent,
cooking outdoors; fishing—baiting a hook, using appropriate lures, using boat safety skills).
(IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____

10.10. Use strategies to complete outdoor leisure activities effectively and efficiently and
on a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to
others involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Demonstrate skills and knowledge for selected leisure and recreation activities involving arts and entertainment.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

11.1. Identify common leisure activities involving attending cultural and sports events.
(IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

11.2. Identify appropriate times and occasions for attending cultural and sports events
(e.g., on holidays, when a performer is on tour, during football season, when transportation is
available). (IF.A.1.In.1, IF.A.1.Su.1)

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- 11.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: musical performances—concerts, dance performances
 theatre and plays
 sports events
 celebrations—holidays, parades, festivals, exhibits
 other: _____

- 11.4. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you about events). (IF.A.1.In.1, IF.A.1.Su.1)

12. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 12.1. Identify activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., sports—cleaning, sorting, and storing equipment in a safe place; gardening—cleaning and storing equipment in a safe, dry place; board games—collecting all pieces in box and storing in convenient place). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
 outdoor sports—cleaning, sorting, storing equipment in safe place
 indoor games—collecting all pieces in box, storing in convenient place
 hobbies and crafts—collecting all equipment in box, storing in convenient place
 pet care—cleaning brush, comb, litter box, or house
 gardening—cleaning, storing equipment in safe, dry place
 other: _____

- 12.2. Identify when specific activities are needed to maintain leisure and recreation equipment and material (e.g., cleaning softball after playing on muddy field, drying metal gardening tools after every use, cleaning litter box every day). (IF.A.1.In.2, IF.A.1.Su.2)

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- 12.3. Use specific knowledge and skills when completing activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., knowing where you have stored hobbies and crafts, reading and following instructions for specific equipment). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
_____ outdoor sports—cleaning, sorting, storing equipment in safe place
_____ indoor games—collecting all pieces in box, storing in convenient place
_____ hobbies and crafts—collecting all equipment in box, storing in convenient place
_____ pet care—cleaning brush, comb, litter box, or house
_____ gardening— cleaning, storing equipment in safe, dry place
_____ other: _____

- 12.4. Use strategies to maintain leisure and recreation equipment and material safely in the home and the community effectively and efficiently and on a regular basis (e.g., store all board games on shelf in family room, clean softball gloves with leather cleaner). (IF.A.1.In.2, IF.A.1.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Supported Levels: 9-12
Course Number: 7961050
Course Title: Community and Social Skills for Functional Living
Previous Course Title: Basic Community and Social Living
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills for community participation and social interaction to enable students with disabilities to function at their highest levels and participate effectively at home, in the community, and in the workplace.

The content should include, but not be limited to, the following:

- social skills
- social and behavioral expectations
- interpersonal relationships
- use of community resources
- safety
- travel and mobility

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level

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across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Interact with others appropriately in familiar group situations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Practicing Citizenship

- 1.1. Identify productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ becoming familiar with community leaders and organizations
 ___ participating in local service organizations
 ___ participating in service activities of religious organizations
 ___ other: _____

- 1.2. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

- 1.3. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ becoming familiar with community leaders and organizations
 ___ participating in local service organizations
 ___ participating in service activities of religious organizations
 ___ other: _____

- 1.4. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

- 1.5. *Identify reasons for voting. (Social and Personal H 65: VI)*

- 1.6. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*

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- 1.7. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., checking the newspaper or community bulletin board on local news for opportunities to volunteer). (IF.A.1.In.1, IF.A.1.Su.1)

Working in Groups

- 1.8. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.9. Identify appropriate actions to use when joining a group (e.g., asking permission, waiting for a convenient time, not interrupting, showing appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.10. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind one another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.11. Demonstrate behaviors that meet social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding the rules, abiding by the rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.13. *Show respect for property of others. (Social and Personal G 52: III)*

2. Use appropriate behaviors when participating in organizations (e.g., workplace, clubs, churches, public or private organizations).

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Participating in Organizations

- 2.1. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.2. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)

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- 2.3. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.4. Follow steps to join an organized club or activity of choice (e.g., determining interests, conducting research, obtaining information, visiting club meetings, meeting club members, talking to members, joining club). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.5. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., paying dues, attending meetings, voting for officers, getting along with other members, participating in activities). (SE.A.1.In.3, SE.A.1.Su.2)

3. Respond effectively to unexpected events and potentially harmful situations in community and social activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 3.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations (e.g., staying where you are if in a safe place, seeking advice or assistance, helping keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)
- 3.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: home—personal care activities, chores, leisure activities
 school—in class, between classes, extracurricular activities
 community—events, organizations, services,
 community—leisure activities, stores, restaurants, traveling
- 3.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, when caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.6. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)

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- 3.7. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.8. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.9. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.10. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.11. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

4. Demonstrate interpersonal communication skills necessary for community and social activities.

- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

Using Interpersonal Communication Skills

- 4.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions; is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

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- 4.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.5. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.6. *Identify personal feelings. (Social Personal G 54: IV)*
- 4.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she does not want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social Personal G 56: V)*
- 4.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Responding to Humor

- 4.12. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.13. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—meals, leisure activities, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organization activities, services
_____ community—leisure activities, shopping, eating out, traveling
_____ workplace
- 4.14. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

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Responding to Criticism

- 4.15. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.16. Respond appropriately to criticism in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—meals, leisure activities, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organization activities, services
_____ community—leisure activities, shopping, eating out, traveling
_____ workplace
- 4.17. *Identify appropriate responses to praise and constructive criticism.*
(*Social Personal G 57: V*)

5. Demonstrate awareness of responsible behavior and appropriate attire relating to community and social activities.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Participating in Community Gatherings

- 5.1. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports team events, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.2. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, when playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.3. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.4. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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Following Safety Procedures**

- 5.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway or bathroom, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.6. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.7. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.8. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.9. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch fire, surrounding materials may catch fire, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.10. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.11. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.13. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.14. Behave in ways that comply with safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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6. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Community Resources for Personal Needs

6.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hair care ___ laundromat ___ dry cleaner
 ___ other: _____

6.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ library ___ parks and recreation facilities ___ public safety
 ___ other: _____

6.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ department stores ___ convenience stores ___ drug stores
 ___ grocery stores ___ hardware stores ___ specialty stores
 ___ flea markets ___ second hand stores ___ garage sales
 ___ other: _____

6.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ restaurants ___ cafeterias ___ fast food chains
 ___ refreshment stands ___ vending machines
 ___ other: _____

6.6. *Use coin-operated machines. (Social and Personal H 63: V)*

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6.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____

6.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: banks credit unions savings and loans
 other: _____

6.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: clinics hospitals
 doctors' offices health department
 mental health and guidance clinics
 other: _____

7. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, attending events).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Mail and Telephone Services

7.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

(IF.A.2.In.1, IF.A.2.Su.1)

Specify: mail—US Post Office
 telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 other: _____

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7.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: writing a card or letter and addressing an envelope
 determining and obtaining correct postage
 locating and using mail boxes and pickup and delivery services
 registering a change of address
 other: _____

7.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: knowing function and use of telephone parts
 knowing function of various signals and tones
 dialing local numbers correctly
 getting assistance with telephone services
 using emergency numbers such as 911
 using basic information numbers such as 411
 using pay telephones
 other: _____

7.4. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: what to say when answering the phone, "Hello. Is ... there?"
 what to say when making a call, "Hello. This is..."
 what to say when ending a call, "Bye. Talk to you later."
 how to leave a message
 how to take a message
 how to carry on a conversation on the phone
 other: _____

7.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

7.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Seeking Assistance

7.7. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

7.8. Ask for assistance in various situations and emergencies (e.g., dialing 911, calling fire or police department directly, seeking assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

7.9. *Seek help and accept assistance. (Social and Personal C 21: III)*

7.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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7.11. Identify steps to take in reporting a fire or other emergency (e.g., remaining calm, dialing 911, identifying name, identifying location, following directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

8. Demonstrate consumer skills relevant to using community resources (e.g., making payments, determining costs).

IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Managing Money and Personal Finances

8.1. Identify productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ preparing a budget
 ___ managing and protecting personal cash
 ___ using comparative shopping to make wise purchases
 ___ other: _____

8.2. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings/checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ preparing a budget
 ___ managing and protecting personal cash
 ___ using comparative shopping to make wise purchases
 ___ other: _____

8.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.5. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

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- 8.6. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt; use direct deposit for payroll and/or benefits checks; mark dates of recurring bills on calendar; pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

9. Travel safely within and beyond the community.

- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

General Travel Information

- 9.1. Identify various means of transportation for people with disabilities (e.g., walking, obtaining special transit services, requesting special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.3. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, snacks, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.4. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.5. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.7. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

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Traveling within the Community

- 9.8. Move about in the immediate neighborhood from one location to another (e.g., walking, biking, taking a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.9. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.11. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock the door). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.12. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ public buses _____ private taxis and limos
 _____ special services for disabled _____ other: _____
- 9.13. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)

Participatory Levels: 9-12

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Participatory Levels: 9-12
Course Number: 7962010
Course Title: Cognitive and Linguistic Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and develop the ability to transmit or receive information, thoughts, or feelings through a communication system.

The content should include, but not be limited to, the following:

- response to auditory stimulation
- use of communication modes: oral, gestures, or sign language
- use of assistive technology systems and devices, especially those designed for augmentative communication and environmental motor control

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of

Course Number: 7962010 - Cognitive and Linguistic Skills

functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Respond to environmental stimuli through observable behavior, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward stimuli
 ___ move eyes ___ change facial expression
 ___ change vocalization ___ other: _____

Specify type of stimuli:

___ voice ___ touch ___ object or picture
___ smell ___ taste ___ sound
___ light ___ other: _____

1.2. Respond to a voice or environmental sound. (Language A 1: 1)

1.3. Locate a sound source. (Language A 2: 1)

1.4. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify: ___ turn head ___ move toward voice
 ___ move eyes ___ change facial expression
 ___ change vocalization tone ___ vocalize response
 ___ make gesture ___ other: _____

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3. Imitate verbal and nonverbal behaviors, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 3.1. Imitate an adult or peer model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)
- 3.2. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)
- 3.3. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.4. *Imitate or approximate words. (Language A 4: II)*

4. Communicate wants and needs through communication mode(s), consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)
- 4.2. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)
Specify method: ___ touch referent object ___ use assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____

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- 4.3. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____
- 4.4. Notify person of physical wants and needs (e.g., need for drink of water, bathroom). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____
- 4.5. Request desired person, object, or action (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____
- 4.6. Alert peers to desire for interaction. (IF.B.1.Pa.1)
Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____
- 4.7. Request item from service person or other community worker (e.g., fast food server, clerk in store). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
Specify method: look at item use assistive or augmentative device
 verbalize or sign say name of item
 vocalize or gesture other: _____
- 4.8. Confirm that desired activity has been selected by participating (e.g., takes offered drink). (IF.B.1.Pa.1)
- 4.9. Protest non-preferred activities or objects (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)
Specify method: verbalize or sign look away or move away
 vocalize or gesture use assistive or augmentative device
 push object away other: _____
- 4.10. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.1)
Specify method: move away point to actual object
 vocalize or gesture other: _____
- 4.11. Request help or assistance. (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

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4.12. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)

Specify method: vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

4.13. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., asks for a drink of water when thirsty). (CL.B.2.Pa.1)

Specify method: look at person use assistive or augmentative device
 verbalize or sign vocalize or gesture
 other: _____

4.14. *Express wants and needs. (Language C 20: II)*

5. Use systems of communication to interact with others in various situations, consistent with own capabilities.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

5.1. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)

Specify method: vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

5.2. Use appropriate system of communication to express feelings. (CO.A.1.In.1, CO.A.1.Su.1)

Specify method: vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

5.3. Use appropriate system of communication to respond effectively to others. (CO.A.1.In.1, CO.A.1.Su.1)

Specify method: vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

5.4. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home—parents, siblings, extended family members, visitors
 school—teachers, school staff, classmates
 community—workers, neighbors, strangers
 workplace—supervisor, co-workers, customers

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- 5.5. Repeat or modify communication when needed (e.g., tries repeatedly to gain someone's attention, changes method of communication if necessary). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.6. Accept assistance with and participate in the sequence of tasks or activities involved in the use of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.7. Participate in the care and maintenance of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)
- 5.8. Produce intelligible communication using a personal augmentative or assistive communication mode. (CO.A.1.Su.1, CO.A.1.Pa.1)
- 5.9. Initiate communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: home school community/workplace
- 5.10. Respond to communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: home school community/workplace
- 5.11. Use repair strategies when a communication breakdown occurs with an augmentative or assistive system (point to sign again, restate if output isn't clear, point to picture more slowly). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: home school community/workplace

6. Interact with a range of persons including peers, family members, authority figures, and other adults as appropriate, consistent with own capabilities.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 6.1. Accept assistance with and participate in a sequence of tasks or activities in which others are involved at home. (SE.A.2.Pa.1)

Specify persons: family caregivers peers
 authority figures community workers
 other: _____

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6.2. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: family caregivers peers
 authority figures community workers
 other: _____

6.3. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved at school. (SE.A.2.Pa.1)

Specify persons: caregivers peers
 authority figures community workers
 other: _____

6.4. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: family caregivers
 peers authority figures
 community workers other: _____

6.5. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved in the community. (SE.A.2.Pa.1)

Specify persons: caregivers peers
 authority figures community workers
 other: _____

7. Initiate and respond to interactions with familiar persons, consistent with own capabilities.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

7.1. Accept assistance with and participate in interacting with familiar persons in the home. (SE.A.2.Pa.1)

Specify persons: family caregivers
 peers authority figures
 community workers other: _____

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- 7.2. Accept assistance with and participate in interacting with familiar persons in the school. (SE.A.2.Pa.1)
Specify persons: family caregivers
 peers authority figures
 community workers other: _____
- 7.3. Accept assistance with and participate in interacting with familiar persons in the community. (SE.A.2.Pa.1)
Specify persons: family caregivers
 peers authority figures
 community workers other: _____
- 7.4. Express greetings to familiar persons appropriately (e.g., pushes button for "good morning" on communication board, smiles when classroom aide comes to room). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to object
 vocalize or gesture other: _____
- 7.5. Respond appropriately to greetings from familiar persons (e.g., waves, vocalizes). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to object
 vocalize or gesture other: _____
- 7.6. Follow social cues to initiate interaction (e.g., greets someone when entering a room). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)
- 7.7. Initiate interactions with familiar persons as situations necessitate (e.g., to gain attention, to ask for help). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to object
 vocalize or gesture other: _____
- 7.8. Respond appropriately to routine directions and requests from familiar persons (e.g., request to turn over, stop now). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to object
 vocalize or gesture other: _____
- 7.9. Respond to nonroutine directions, instructions, requests, and questions from familiar persons (e.g., look at object when asked to do so). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: look at person use assistive or augmentative device
 verbalize or sign point to object
 vocalize or gesture other: _____

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8. Participate in efforts to solve problems encountered in routine activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

8.1. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)

Specify activities: _____

Specify location: ___ home ___ school ___ community/workplace

8.2. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.1)

Specify location: ___ home ___ school ___ community/workplace

8.3. Relate event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify: ___ begin activity ___ use augmentative or assistive device
 ___ look at referent object ___ other: _____

8.4. Indicate desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify: ___ vocalize indicating enough or more
 ___ gesture indicating enough or more
 ___ point to "stop" or "more" on communication board
 ___ other: _____

8.5. Indicate completion of an activity (e.g., finishes range of motion exercises, hands out all flyers). (CL.B.2.Su.1, CL.B.2.Pa.1)

Specify method: ___ stop activity ___ look away ___ put materials down
 ___ other: _____

8.6. Accept assistance with and participate in identifying problem (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

Specify method: ___ vocalize or gesture ___ look at referent object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ other: _____

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8.7. Alert others to start or stop equipment (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: point look at referent object
 vocalize verbalize or sign
 other: _____

8.8. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)

Specify type of search: visual manual other: _____

8.9. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.Su.2)

8.10. Participate in identifying an object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.4.Pa.1)

Specify method: point look at referent object
 vocalize reach or grasp
 verbalize or sign other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Participatory Levels: 9-12
Course Number: 7962020
Course Title: Life Sustaining and Environmental Interaction Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and as fully as possible within the home, school, and community settings.

The content should include, but not be limited to, the following:

- personal hygiene routines
- grooming routines
- dressing routines
- eating routines
- fitness routines
- functional mobility
- domestic activities
- travel

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual

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students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Tolerate and respond to manipulative stimulation, consistent with own capabilities.**

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 1.1. Cooperate when being assisted physically to engage in daily personal care routines (e.g., holds up arm for dressing). (IF.B.2.Pa.1)**

Specify routine: ___ eating _____
 ___ grooming _____
 ___ dressing _____
 ___ other: _____

- 1.2. Cooperate when being assisted physically to engage in daily health and safety routines (e.g., opens mouth to accept medication). (IF.B.2.Pa.1)**

Specify routine: ___ hygiene _____
 ___ fitness _____
 ___ health care _____
 ___ other: _____

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- 1.3. Accept manipulation and stimulation during daily personal care routines (e.g., does not become defensive when spoon touches mouth). (IF.B.2.Pa.1)

Specify routine: eating _____
 grooming _____
 dressing _____
 other: _____

- 1.4. Accept manipulation and stimulation during daily health and safety routines (e.g., allows therapist to exercise legs). (IF.B.2.Pa.1)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

- 1.5. Cooperate when being assisted in participating in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

- 1.6. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., does not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

- 1.7. Maintain self-control during unexpected events and potentially harmful situations (e.g., waits until told to leave, keeps quiet while being told what to do). (IF.B.2.Su.2)

2. Use adaptive equipment, devices, and assistance from others to overcome deficits in fine and gross motor development, consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 2.1. Accept physical assistance during daily activities (e.g., allows hand-over-hand assistance during eating). (IF.A.1.Pa.1)

Specify activity: _____

Specify type of physical assistance: _____

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- 2.2. Accept the use of adaptive equipment or assistive devices to assist in daily activities (e.g., uses wheelchair for mobility). (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.3. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.4. Use adaptive equipment or assistive devices with physical or verbal prompting to participate in daily activities. (IF.A.1.Su.1)
Specify activity: _____
Specify type of equipment or device: _____
- 2.5. Use adaptive equipment or assistive devices independently to participate in daily activities. (IF.A.1.In.1)
Specify activity: _____
Specify type of equipment or device: _____

3. Maintain skill level through daily functional practice, consistent with own capabilities.

- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
 physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:
 physical assistance full partial assistive technology full partial

3.1. Participate in opportunities for daily practice of functional skills used in personal care routines in a variety of settings. (IF.A.1.Pa.2)

Specify routine: eating _____
 grooming _____
 dressing _____
 other: _____

Specify setting: home school community/workplace

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- 3.2. Participate in opportunities for daily practice of functional skills used in health and safety routines in a variety of settings. (IF.A.1.Pa.2)

Specify routine: hygiene _____
 fitness _____
 health care _____
 other: _____

Specify setting: home school community/workplace

- 3.3. Participate in opportunities for daily practice of functional skills used in productive activities in a variety of settings. (IF.A.1.Pa.1)

Specify routine: indoor cleaning _____
 outdoor cleaning _____
 using services and stores _____
 other: _____

Specify setting: home school community/workplace

- 3.4. Participate in opportunities for daily practice of functional skills used in leisure activities in a variety of settings. (IF.A.1.Pa.1)

Specify activities: indoor spectator _____
 outdoor spectator _____
 indoor active _____
 outdoor active _____
 other: _____

Specify setting: home school community/workplace

4. Participate in personal care and hygiene routines, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Personal Care and Hygiene

- 4.1. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at home. (IF.A.1.Pa.2)

Specify routine: morning after school before bed

- 4.2. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school or work. (IF.A.1.Pa.2)

Specify routine: upon arrival during activities before departure

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- 4.3. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)
Specify routine: ____ regular activities ____ special events ____ in transit
- 4.4. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ____ wash in a sink ____ bathe or shower
____ wash and dry hair ____ brush teeth
____ use deodorant ____ use toilet
____ menstrual care ____ other: _____
- 4.5. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ____ faucets ____ bath tub or shower
____ toilet ____ sink
____ hair dryer ____ drain stopper
____ tooth brush ____ tooth paste, mouthwash
____ soap, shampoo ____ menstrual care products
____ other: _____
Specify setting: ____ school ____ home ____ community/workplace
- 4.6. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: _____
- 4.7. Request desired personal care or hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: ____ touch referent object ____ point to actual object
____ verbalize or sign ____ use assistive or augmentative device
____ vocalize or gesture ____ other: _____
- 4.8. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: ____ home ____ school ____ community/workplace
- 4.9. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: ____ home ____ school ____ community/workplace
- 4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

Physical Fitness

- 4.11. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at home. (IF.A.1.Pa.2)
Specify routine: ____ morning ____ after school ____ before bed

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- 4.12. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at school. (IF.A.1.Pa.2)
Specify routine: upon arrival during activities before departure
- 4.13. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness in the community or at work. (IF.A.1.Pa.2)
Specify routine: regular activities special events in transit
- 4.14. Perform motor skills to develop and maintain physical fitness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: perform specific exercises
 maintain participation in exercise programs
 request assistance when necessary
 other: _____
- 4.15. Use facilities and equipment effectively and safely when completing physical fitness activities (e.g., baseball bats, weights, bikes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____
Specify setting: home school community/workplace
- 4.16. Select desired physical fitness activity from choices appropriate to weather, location, and time. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.17. Initiate desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
- 4.18. Request desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: touch referent object point to actual object
 verbalize or sign use assistive or augmentative device
 vocalize or gesture other: _____
- 4.19. Accept assistance with and participate in cleaning up after physical fitness activities. (IF.A.1.Pa.1)
Specify setting: home school community/workplace
- 4.20. Clean up after physical fitness activities (e.g., puts away equipment, washes or takes a shower). (IF.A.1.In.1, IF.A.1.Su.1)
Specify setting: home school community/workplace

Personal Safety

- 4.21. Alert others when personal safety is in danger. (IF.B.2.In.3, IF.B.2.Su.3, IF.B.2.Pa.2)
Specify method: touch referent object point to actual object
 verbalize or sign use assistive or augmentative device
 vocalize or gesture other: _____

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4.22. Accept assistance with and participate in following procedures to promote personal safety. (IF.B.2.Pa.2)

Specify: fire drill adverse weather other threatening situations

Specify setting: home school community/workplace

4.23. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal safety activities or tasks. (IF.B.2.Pa.1)

5. Participate in grooming and dressing routines for daily activities, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Grooming

5.1. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at home. (IF.A.1.Pa.2)

Specify routine: morning after school before bed

5.2. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at school or work. (IF.A.1.Pa.2)

Specify routine: upon arrival during activities before departure

5.3. Accept assistance with and participate in the sequence of tasks or activities of grooming routines in the community. (IF.A.1.Pa.2)

Specify routine: regular activities special events in transit

5.4. Groom self effectively. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: brush and comb hair keep clothes neat while wearing them
 shave other: _____

5.5. Request desired grooming activity. (IF.A.1.In.2, IF.A.1.Su.2)

Specify method: touch referent object point to actual object
 verbalize or sign use assistive or augmentative device
 vocalize or gesture other: _____

5.6. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)

Specify setting: home school community/workplace

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- 5.7. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

Dressing

- 5.9. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed
- 5.10. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ activity change _____ before departure
- 5.11. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ regular activities _____ special events _____ in transit
- 5.12. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ socks and shoes _____ shirt and blouse _____ pants and skirt
 _____ outerwear _____ apron _____ belts, accessories
 _____ hat or cap _____ gloves _____ protective items
 _____ other: _____
- 5.13. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ Velcro _____ buttons _____ zippers
 _____ snaps _____ ties _____ buckles
 _____ other: _____
- 5.14. Request desired dressing activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ use assistive or augmentative device
 _____ vocalize or gesture _____ other: _____
- 5.15. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)
- 5.16. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 5.17. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace

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5.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

6. Participate in eating and drinking routines, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)

Specify routine: ___ breakfast ___ lunch ___ dinner ___ snacks

6.2. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines away from home. (IF.A.1.Pa.2)

Specify setting: ___ school ___ community/workplace

6.3. Follow typical table routines when eating (e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community/workplace

6.4. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ glass ___ cup or mug ___ plate
 ___ bowl ___ spoon ___ fork
 ___ knife ___ other: _____

6.5. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ pass: _____
 ___ pour: _____
 ___ serve: _____

6.6. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

6.7. Request desired food, drink, container, or utensil. (IF.A.1.In.2, IF.A.1.Su.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ vocalize or gesture ___ other: _____

6.8. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

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8. Demonstrate functional skills of orientation, mobility, and optimal use of home, school, and community resources, consistent with own capabilities.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services— with assistance.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments— with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Orientation and Mobility

- 8.1. Accept assistance with and participate in the sequence of tasks or activities to maneuver around or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 8.2. Move or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.In.2, IF.A.2.Su.2)
- 8.3. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.4. Locate exits and entrances in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.5. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)
- 8.6. Locate specified areas in familiar rooms and buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 8.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closes door, opens window in car). (IF.A.2.Pa.2)
- 8.8. Perform needed ancillary mobility tasks (e.g., turns doorknobs, pulls out chairs). (IF.A.2.In.2, IF.A.2.Su.2)

Using Community Resources

- 8.9. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shopping, attends a religious service, walks in the park). (IF.A.2.Pa.1)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ use assistive or augmentative device
 ___ vocalize or gesture ___ other: _____

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- 8.10. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: shopping personal care
 health care leisure and recreation
 other: _____
- 8.11. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)
Specify routine: shopping personal care
 health care leisure and recreation
 other: _____
- 8.12. Request desired community shopping and service routines. (IF.B.1.In.2, IF.B.1.Su.2)
Specify method: touch referent object point to actual object
 verbalize or sign use assistive or augmentative device
 vocalize or gesture other: _____
- 8.13. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)
- 8.14. Use needed community services appropriately and effectively (e.g., barber, doctor). (IF.A.2.In.1 IF.A.2.Su.1)
Specify routine: shopping personal care
 health care leisure and recreation
 other: _____
- 8.15. Use community services for individuals with disabilities appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1 IF.A.2.Su.1, IF.A.2.Pa.1)
Specify service: _____
- 8.16. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

9. Move about safely and purposefully, consistent with own capabilities.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments— with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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- 9.1. Accept assistance with and participate in the sequence of tasks or activities of moving about the home. (IF.A.1.Pa.2)
Specify routine: within a room between rooms using stairs
 other: _____
- 9.2. Accept assistance with and participate in the sequence of tasks or activities of moving about outdoors. (IF.A.1.Pa.2)
Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____
Specify setting: home school community/workplace
- 9.3. Accept assistance with and participate in the sequence of tasks or activities of moving within the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____
Specify setting: school / community/workplace
- 9.4. Assist with transfer of self from one location to another. (IF.A.2.Pa.2)
Specify type: to toilet to bed to desk
 other: _____
- 9.5. Move about the classroom environment safely. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.6. Move about own work site to accomplish structured tasks. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.7. Move about home environment purposefully. (IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.8. Move about familiar outdoor environments purposefully (e.g., backyard, park).
(IF.A.2.In.2, IF.A.2.Su.2)
Specify method: _____
- 9.9. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in moving about the environment. (IF.B.2.Pa.1)

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10. Participate in domestic activities, consistent with own capabilities.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

10.1. Accept assistance with and participate in the sequence of tasks or activities of domestic routines. (IF.A.1.Pa.2)

Specify routine: ___ cleaning ___ food preparation ___ home maintenance
 ___ other: _____

10.2. Accept assistance with and participate in the sequence of tasks or activities of domestic routines away from home. (IF.A.1.Pa.2)

Specify setting: ___ school ___ community/workplace

10.3. Actively contribute to tasks needed to complete domestic routines (e.g., preparation for the task, clean-up, preparation for leaving the location, using equipment). (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community/workplace

10.4. Use skills to engage in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ domestic: indoor—vacuuming, throwing away waste, making a bed
 ___ domestic: outdoor—raking, bagging leaves, sweeping the walk
 ___ other: _____

Specify setting: ___ home ___ school ___ community/workplace

10.5. Use equipment and materials effectively and safely when participating in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ domestic: indoor—using a broom, vacuum, dust cloth
 ___ domestic: outdoor—using a rake, lawnmower, shovel
 ___ other: _____

Specify setting: ___ home ___ school ___ community/workplace

10.6. Select desired domestic activity from choices that are appropriate to location, time, and need. (IF.A.1.In.2, IF.A.1.Su.2)

Specify setting: ___ home ___ school ___ community/workplace

10.7. Initiate needed domestic activities. (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

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- 10.8. Follow directions to complete domestic activities correctly and efficiently.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.9. Accept assistance with and participate in cleaning up after domestic activities.
(IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.10. Clean up after domestic activities (e.g., throwing away waste, putting away unused supplies).
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ home _____ school _____ community/workplace
- 10.11. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in domestic activities or tasks. (IF.B.2.Pa.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Participatory Levels: 9-12
Course Number: 7962030
Course Title: Leisure/Recreation Skills for Improvement of Quality of Life
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability.

The content should include, but not be limited to, the following:

- use of recreational equipment
- use of leisure time
- interpersonal relationships

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require various opportunities for use of leisure skills throughout all environments (e.g., Special Olympics, movie theaters, malls, parks, campgrounds). Activities may also require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Relate appropriately to objects and events, consistent with own capabilities (e.g., reaching; grasping; using switches, levers, and on/off buttons).**

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 1.1. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)
- 1.2. Locate objects in familiar places during leisure activities (e.g., book on shelf). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: ___ point ___ look at ___ reach or grasp
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace
- 1.3. Maintain search for desired object or person until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: ___ visual ___ manual ___ other: _____
- 1.4. Request desired items (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)
Specify method: ___ touch referent object ___ assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____
- 1.5. Use adaptive or assistive devices during leisure and recreational activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Su.1, IF.A.Pa.1)

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2. Demonstrate appropriate interpersonal relationships during leisure time and recreational activities, consistent with own capabilities.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

2.1. Accept assistance with and participate in activities with familiar persons in informal group situations (e.g., holds bowl to serve guests, hits the gong during a game). (SE.A.1.Pa.1)
Specify setting: ___ home ___ school ___ community

2.2. Accept assistance with and wait for turn in a familiar group situation. (SE.A.1.Pa.1)
Specify setting: ___ home ___ school ___ community

2.3. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (SE.A.2.In.1, SE.A.2.Su.1, SE.A.2.Pa.1)
Specify setting: ___ home ___ school ___ community

2.4. Offer objects to share with others (e.g., give TV remote control to sibling). (SE.A.2.In.1, SE.A.2.Su.2, SE.A.2.Pa.1)
Specify setting: ___ home ___ school ___ community

3. Communicate interest in participating in leisure and recreational activities, consistent with own capabilities.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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3.1. Indicate awareness of leisure and recreational activities (e.g., turns toward TV set, shows interest in swimming). (IF.A.1.Pa.1, IF.A.2.Pa.1, CL.C.1.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

3.2. Indicate desired leisure and recreational activities. (IF.A.1.Pa.1, CL.C1.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

Specify setting: home school community

3.3. Communicate interest in participating in leisure and recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.1, CL.C.1.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

Specify setting: home school community

3.4. Initiate desired leisure activity as appropriate. (IF.A.1.Su.1, IF.A.1.Pa.1)

4. Participate in efforts to select appropriate leisure and recreational activities in a structured environment at levels consistent with own capabilities.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

4.1. Advocate for own involvement in leisure activities (e.g., smiles when ballgame is mentioned, points to referent object for music). (IF.B.1.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

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4.2. Select desired leisure activity from two or more options (e.g., chooses to go to concert or park). (IF.A.1.In.1, IF.A.Su.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

4.3. Indicate non-preferred activity in a variety of settings (e.g., indicates that bowling is a non-preferred activity). (IF.B.1.Su.1, IF.B.1.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

Specify setting: home school community

5. Participate in efforts to solve problems encountered in routine leisure and recreational activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

5.1. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

5.2. Alert others to start or stop equipment when problems arise (e.g., asks peers to turn on radio). (CL.B.4.Pa.1)

Specify: point look at vocalize
 other: _____

5.3. Maintain search for desired object until found (e.g., searches for and finds signal button, searches for and locates preferred TV show). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Specify type of search: visual manual other: _____

5.4. Avoid barriers when changing locations or obtaining objects (e.g., avoids chairs and desks to get to entertainment area). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

6. Participate in a range of appropriate leisure and recreational activities in a variety of settings within the school, the home, and the community in a manner consistent with own interests and capabilities.

- CL.C.2.Pa.1 participate in work or community activities—with assistance.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at home. (IF.A.1.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.2. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at school or in the community. (IF.A.1.Pa.1, CL.C.2.Pa.1)

Specify routine: ___ active ___ inactive ___ entertainment
 ___ hobbies ___ other: _____

6.3. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ active—swimming, running, swinging, playing catch
 ___ inactive—board games, cards, video games
 ___ hobbies—collections, crafts
 ___ entertainment—using a VCR, listening to music, waiting in line for a movie
 ___ other: _____

Specify setting: ___ home ___ school ___ community

6.4. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify activity: ___ active—swimming pool, ball, glove
 ___ inactive—board games, video games
 ___ hobbies—collections, crafts
 ___ entertainment—VCR, CD player
 ___ other: _____

Specify setting: ___ home ___ school ___ community

Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

6.5. Participate in a range of appropriate leisure activities as often as do nondisabled peers (e.g., attends concerts, participates in group activities at community center). (IF.A.1.Pa.1, CL.C.2.Pa.1, IF.A.2.Pa.1)

Specify setting: home school community

6.6. Attend sporting events in the community (e.g., high school football game, bowling tournament). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)

Specify location and type of activity: _____

6.7. Attend cultural events in the community (e.g., concerts in the park, community art show). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.1.Pa.1)

Specify location and type of activity: _____

6.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

7. Interact with a typical range of persons when participating in leisure activities, consistent with own capabilities.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

7.1. Accept assistance with and participate in interacting with a typical range of persons for leisure activities. (SE.A.1.Pa.1)

Specify persons: family caregivers peers
 event employees other: _____

7.2. Interact with a typical range of persons for leisure activities. (SE.A.2.In.2, SE.A.2.Su.2)

Specify persons: family caregivers peers
 event employees other: _____

7.3. Initiate interactions with familiar persons during leisure activities (e.g., gains attention, asks for help). (SE.A.2.In.2, SE.A.2.Su.2)

Specify method: touch referent object use assistive or augmentative device
 verbalize or sign point to actual object
 vocalize or gesture other: _____

Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

8. Manage own behavior in unstructured settings at levels consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

8.1. Conduct self in a way that is appropriate for the relationship with an individual during a leisure activity (e.g., responds to event employee, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify persons: ___ family ___ caregivers ___ peers
 ___ event employees ___ other: _____

8.2. Accept assistance with and participate in managing own behavior in unstructured settings for leisure activities. (IF.B.2.Pa.1)

8.3. Respond to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., avoids bumping other couples when dancing). (IF.B.2.In.3, IF.B.2.Su.3)

8.4. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., moves away to avoid getting hit by a ball). (IF.B.2.Pa.2)

8.5. Communicate in ways that are appropriate for recreation and leisure activities (e.g., vocalizes softly during board game activities, cheers during sporting events). (IF.B.2.In.1, IF.B.2.Su.1)

Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

9. Meet social and functional expectations for appearance and behavior during participation in leisure and recreational activities at levels consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 9.1. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., dresses appropriately, uses appropriate greetings). (IF.B.2.Pa.1)
- 9.2. Meet social and functional expectations for behavior when participating in leisure activities (e.g., uses appropriate table manners when dining out). (IF.B.2.Pa.1)
- 9.3. Participate in waiting for turn in a group situation. (SE.A.1.Pa.1)
- 9.4. Cooperate when being assisted in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)
- 9.5. Participate in selection of appropriate clothing and grooming for leisure and recreation activities (e.g., points to shirt with team colors for football game, assists with shower before going into pool). (IF.B.2.Pa.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Participatory Levels: 9-12
Course Number: 7962040
Course Title: Developmental-Functional Motor and Sensory Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and improve motor and sensory skills through interaction with environmental stimuli.

The content should include, but not be limited to, the following:

- functional behaviors
- recognition of objects
- use of objects
- spatial relationships

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in the home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate functional behaviors at levels consistent with own capabilities.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Direct attention to objects, persons, and events purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify ___ look at ___ make eye contact ___ turn towards
___ point to ___ other: _____

1.2. Reach and grasp objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.3. Hold and carry objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.4. Release objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)

Specify setting: ___ home ___ school ___ community/workplace

1.5. Respond appropriately to routine communications (e.g., responds to request to turn over, stops now). (CL.B.1.Pa.1)

Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- 1.6. Assist with transfer of self from one location to another. (IF.A.1.Pa.1, IF.A.1.Pa.2)
Specify type: to toilet to desk to table
 to bed other: _____
- 1.7. Move about familiar indoor environments purposefully. (IF.A.2.Pa.2)
Specify method: _____
Specify setting: home school community/workplace
- 1.8. Move about familiar outdoor environments purposefully (e.g., rolls around backyard in wheelchair, travels through park to destination). (IF.A.2.Pa.2)
Specify method: _____
Specify setting: home school community/workplace

2. Recognize and relate to familiar objects in ways consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 2.1. Accept assistance with and participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
- 2.2. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.1.In.1, CL.B.1.Su.1)
Specify method: point look at reach or grasp
 other: _____
- 2.3. Locate object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: point look at reach or grasp
 other: _____
- 2.4. Maintain search for desired object or person until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: visual manual other: _____
- 2.5. Accept assistance with and participate in recognizing and using adaptive or assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1, IF.A.1.Pa.2)

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

3. Use objects to produce a desired effect consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

3.2. Request desired objects (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)
Specify method: ___ touch referent object ___ use assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____

3.3. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: ___ home ___ school ___ community/workplace

3.4. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify method: ___ touch referent object ___ use assistive or augmentative device
 ___ verbalize or sign ___ point to actual object
 ___ vocalize or gesture ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

3.5. Demonstrate awareness of one-to-one correspondence during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify setting: ___ home ___ school ___ community/workplace

3.6. Use objects to produce desired effect during daily living activities. (IF.A.1.Pa.1)
Specify task: ___ eating ___ dressing ___ hygiene
 ___ other: _____
Specify setting: ___ home ___ school ___ community/workplace

3.7. Use objects to produce desired effect during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: ___ home ___ school ___ community/workplace

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

- 4.5. Use objects to perform functional tasks during daily living activities (e.g., uses a spoon to eat). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: eating dressing hygiene
 other: _____
Specify setting: home school community/workplace
- 4.6. Use objects to perform functional tasks during recreation and leisure activities (e.g., uses switch to activate game). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: _____
Specify setting: home school community/workplace
- 4.7. Use objects to perform functional tasks during productive activities (e.g., uses pressure pad to open door, pushes switch to activate TV). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
Specify task: _____
Specify setting: home school community/workplace
- 4.8. Use objects to perform functional tasks during health or safety activities (e.g., rubs face with washcloth). (IF.A.1.In.2, IF.A.2.Su.2, IF.A.1.Pa.2)
Specify task: _____
Specify setting: home school community/workplace
- 4.9. Use objects to perform functional tasks during work or volunteer activities (e.g., activates switch with foot). (CL.C.2.In.1, CL.C.2.Su.1, CL.C.2.Pa.1)
Specify setting: school community/workplace

5. Participate in problem-solving efforts involving functional tasks in ways consistent with own capabilities.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 5.1. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
Specify method: vocalize or gesture verbalize or sign
 touch use assistive or augmentative device
 other: _____
Specify setting: home school community/workplace

Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

5.2. Alert others to start or stop equipment used in functional tasks (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.4.In.1, CLB.4.Su.1, CLB.4.Pa.1)
Specify method: vocalize or gesture verbalize or sign
 touch use assistive or augmentative device
 other: _____
Specify setting: home school community/workplace

5.3. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar game on shelf). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: visual manual
 other: _____
Specify setting: home school community/workplace

5.4. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.4.Su.2)
Specify setting: home school community/workplace

6. Demonstrate knowledge of spatial relationships involved in the functional use of objects, consistent with own capabilities (e.g., returning object to correct storage area, placing an object in correct position for use).

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines, with assistance.

CL.B.4.Pa.1 participate in problem solving efforts in daily routines, with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

6.1. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)

Specify method: vocalize or gesture verbalize or sign
 touch use assistive or augmentative device
 other: _____

Specify setting: home school community/workplace

Special Skills Courses

**Grades 9-12,
Adult Education**

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|---|
| Subject Area: | Special Skills Courses |
| Course Number: | 7963010 |
| Course Title: | Preparation for Postschool Adult Living |
| Previous Course Title: | Skills for Independent Living |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

The content should include, but not be limited to, the following:

- personal planning
- personal care
- living arrangements
- household maintenance
- interpersonal relationships
- community involvement and participation
- use of leisure time
- communication

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Course Number: 7963010 - Preparation for Postschool Adult Living

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Course Number: 7963010 - Preparation for Postschool Adult Living

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use a planning process to establish and revise personal goals related to post-school adult living, including career planning.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Course Number: 7963010 - Preparation for Postschool Adult Living

Planning Process for Personal Goals

- 1.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the benefits of using a planning process to set personal goals (e.g., helps in staying on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Identify criteria to be used to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ identify goal or outcome
_____ identify needed resources
_____ determine major tasks
_____ schedule tasks
_____ other: _____
- 1.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers
_____ agencies—government agencies, religious organizations, schools
_____ other: _____

Using Self-appraisal for Personal Goals

- 1.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, relating to others, personality, perception by others, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.9. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

- 1.10. Identify alternatives and choices available to reach personal goals (e.g., weight loss—start exercise program, consult a physician, follow the Food Guide Pyramid). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.11. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—insufficient vitamins, anorexia, bulimia; dieting benefits—lower cholesterol, lower risk of heart attack, feeling of well-being). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.12. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer or heart attacks, causes breath to smell, affects the health of others; sending flowers to a friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.13. Identify previous personal experiences related to making personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking to a trusted friend and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

- 1.14. Set personal goals after selecting from available options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 1.15. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.16. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Set personal goals related to personal living arrangements (e.g., safe neighborhood, feasible price, accessibility for disability). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.18. Set personal goals related to leisure activities (e.g., join a recreational sports team, read books or watch movies). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.19. Set personal goals related to participation in community activities (e.g., attend religious services; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.20. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Making Plans to Implement Personal Goals

- 1.21. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.22. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.23. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

- 1.24. Commit to carry out plans related to personal goals (e.g., start project at decided time, complete task according to plan, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.25. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., adapt schedule, seek assistance when problems arise, learn how to use new equipment). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.26. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Adjusting Personal Plans

- 1.27. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.28. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.29. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.30. Accept assistance and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Knowledge of the Workplace

- 1.31. Identify the differences between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.32. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

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- 1.33. Identify specific jobs associated with each career cluster (e.g., health care/medicine—pharmacist, nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.34. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., yard care—outdoors, varied tasks; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.35. Identify career advancement opportunities within specific occupations and career clusters. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.36. Identify licenses and certification requirements for specific occupations within career clusters (e.g., aerobic instructor—American Council on Exercise Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, water safety instruction, cardiopulmonary resuscitation (CPR), medical records technician—Accredited Records Technician certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.37. Identify educational and training requirements for specific occupations within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.38. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, stamina). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.39. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues; use of technology; hiring of populations who are elderly, minorities, or disabled; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.40. Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.41. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: day shift night shift part-time
 full-time overtime other: _____
- 1.42. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, paid for time worked; salary—benefits, sick and vacation pay, contract). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.43. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

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Preparing to Enter the Workforce

- 1.44. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, do a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.45. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.46. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.47. Identify items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.48. Identify ways to make resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.49. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.50. Identify the importance of a job interview (e.g., create positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.51. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: work history related experiences
 training career goals
 personal strengths and interests other: _____
- 1.52. Identify types of information that may remain confidential during an interview (e.g., marital status, religious creed, national origin, disability, political affiliation, race). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.53. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.54. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.55. Identify purposes of job application forms (e.g., provide personal information and background, serve as a basis for matching individual to job opening, describe special needs of job). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.56. Identify types of information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.57. Identify common tests necessary for employment in certain types of occupations (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.58. Identify the purpose of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.59. Identify and demonstrate ways to prepare for employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.60. Identify special services and accommodations available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.61. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.62. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into responsibility, work ethic, and personality traits of applicant). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.63. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship with individual, opinions about individual's work ethic and performance abilities, letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.64. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.65. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.66. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.67. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.68. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.69. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Planning Process for Careers

- 1.70. Identify the benefits of using a planning process to set career goals (e.g., increases motivation and organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.71. Identify criteria to determine when a career plan is needed (e.g., long-term impact of decisions, availability of options). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.72. Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.73. Describe the steps to be used for making a career plan (e.g., identify goal or outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.74. Identify sources of assistance for career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers
 _____ agencies—government agencies, religious organizations, schools
 _____ other: _____
- 1.75. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

Using Self-appraisal

- 1.76. Conduct an initial personal appraisal to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept and values clarification
 _____ personality characteristics and personal style
 _____ motivational patterns and personal preferences
 _____ occupational interests
 _____ personal and educational background
 _____ work history and experience
 _____ key accomplishments and successes
 _____ satisfying and dissatisfying experiences
 _____ physical stamina
 _____ other: _____

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- 1.77. Complete a personal appraisal to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements, likes, and dislikes
_____ values, skills, and abilities—professional/technical, managerial, personal
_____ personal insight of capabilities
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 1.78. Identify personal strengths which affect job choices (e.g., desire to please, problem-solving, communicating, self-management, following directions, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.79. Identify personal limitations that may negatively affecting career choices (e.g., habitual tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.80. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates received, motivation, test scores, previous experience, physical strength). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.81. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 1.82. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 1.83. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Career Goals

- 1.84. Identify options available associated with desired occupation or career (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.85. Identify the risks associated with desired occupation or career (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.86. Conduct an environmental assessment of the desired occupation to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: accessibility
 job requirements and selection standards
 available career paths or options
 amount and type of employee training/orientation
 workplace culture or support
 other: _____

Setting Career Goals

- 1.87. Select and plan preferred occupational or career choices (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.88. Identify preferred goals relating to own plan for high school and post-secondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced certificate). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.89. Identify goals related to immediate employment for self (e.g., type of job, hours, wages, advancement opportunities, location). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.90. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.91. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: home school community/workplace

Making Career Plans

- 1.92. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: reconcile self-assessment with environmental assessment of job
 identify long-range alternatives
 specify short-range goals
 set priorities and prepare an action plan
 develop a contingency plan
 other: _____
- 1.93. Identify the time, training, and resources needed to accomplish career goals (e.g., allowing several weeks to locate potential jobs, preparing a resume and application, obtaining Social Security card, knowing how to use specific types of equipment). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.94. Identify the time, training, and resources needed to gain promotions within a specific job (e.g., completing training at a technical institution, passing a qualifying exam, getting excellent evaluations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.95. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- Specify: _____ make a list of tasks
_____ arrange list chronologically or in order of importance
_____ estimate time requirements for each task
_____ identify resources and assistance needed
_____ other: _____

Carrying Out Career Plans

- 1.96. Commit to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.97. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.98. Commit to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—get help to prepare for exam; retake exam; alter career goal, if needed). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.99. Use evaluations to improve own performance in carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop plan to improve performance). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Adjusting Career Plans

- 1.100. Periodically monitor progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.101. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.102. Adapt plan and career goals in response to changing situations and requirements (e.g., if you don't get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.103. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in volunteer and workplace activities. (IF.B.1.Pa.1)
- Specify: _____ home _____ school _____ community/workplace

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2. Demonstrate the knowledge and skills needed to apply skills of self-advocacy and self-determination as appropriate for post-school adult living.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Independent Behaviors

- 2.1. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual's rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 2.2. Identify ways citizens and employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 2.3. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting when wrong, accepting criticism, voicing opinions properly, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)
- 2.4. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion
 _____ self-management—self-monitoring, self-instruction, and self-reinforcement
 _____ self-control—manages unstructured time, controls responses to events
 _____ self-advocacy—requests needed resources, questions practices that appear unfair
 _____ self-esteem—sets challenging goals, says no to peer pressure
 _____ other: _____
- 2.5. Identify behaviors that inhibit one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ self-initiation—waits until the last minute to start, avoids starting at all
 _____ self-management—waits for others to check progress
 _____ self-control—gets upset when unexpected events occur
 _____ self-advocacy—lets others take all needed supplies
 _____ self-esteem—won't try new tasks, makes negative comments about self
 _____ other: _____

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- 2.6. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 2.7. *Identify behaviors which indicate the acceptance of responsibility of own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.8. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.9. Identify factors that inhibit one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.10. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify behavior: _____ self-initiation _____ self-management
 _____ self-control _____ self-advocacy
 _____ self-esteem _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.11. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 2.13. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.14. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.15. Describe laws that protect citizens and employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 3. Use problem-solving skills in a variety of situations related to post-school adult living.**
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Identifying Problems

- 3.1. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 3.2. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 3.3. Identify problems that lead to the breakdown of major goals in personal lives (e.g., tobacco, alcohol, and other drug abuse; inappropriate friends; lack of dedication to good nutrition and exercise). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 3.4. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling of isolation, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 3.5. Accept assistance with and participate in identifying problems in a personal care or productive activity (e.g., indicate water glass is empty). (CL.B.4.Pa.1)
Specify: ___ home ___ school ___ community/workplace
- 3.6. Accept assistance with and participate in identifying problems in a leisure activity (e.g., indicate TV is not on). (CL.B.4.Pa.1)
Specify: ___ home ___ school ___ community/workplace

Applying Problem-solving Strategies

- 3.7. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 3.8. Identify various ways to respond to and solve problems (e.g., frequent tardiness—wake up earlier, leave house earlier, walk faster; car breakdown—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ home ___ school ___ community ___ workplace

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- 3.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 3.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 3.11. Select and use effective problem-solving strategies based on the requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.13. Identify the separate steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.14. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many people are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.15. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.18. Use models to solve problems if a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee and use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Choosing Alternative Solutions

- 3.19. Identify alternative courses of action for solving a particular problem in personal life (e.g., weight gain—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: home school community workplace
- 3.20. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., bugs in garden—use of commercial insecticide may poison vegetables, picking bugs off by hand is time-consuming, leaving bugs on will damage flowers and vegetables). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: home school community workplace
- 3.21. Demonstrate awareness of cause and effect relationships during functional activities (e.g., presses switch to turn on the TV). (CL.B.4.Pa.1)
Specify: home school community/workplace
- 3.22. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify: home school community/workplace

Implementing Solutions

- 3.23. Complete tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; tighten lug nuts; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: home school community workplace
- 3.24. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: home school community workplace
- 3.25. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: home school community workplace
- 3.26. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: home school community/workplace

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- 3.27. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.28. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Evaluating Effectiveness of Solution

- 3.29. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 3.30. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

4. Use personal care skills to meet demands of a variety of situations.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:
___ physical assistance full partial ___ assistive technology full partial

Eating

- 4.1. Identify persons, objects, tasks, and areas associated with activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting and using dishes, glasses, and utensils properly
 _____ using table manners, including cleaning up
 _____ other: _____
- 4.2. Use specific knowledge and skills when eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

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- 4.3. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 4.4. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 4.5. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 4.6. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 4.7. **Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)**
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ workplace or volunteer activities

Dressing

- 4.8. **Identify persons, objects, tasks, and areas associated with activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)**
Specify: _____ selecting clothing for weather, occasion, and activity
 _____ putting on clothing, closing fasteners
 _____ taking off clothing, opening fasteners
 _____ other: _____
- 4.9. **Identify when activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled and need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)**
Specify: _____ home _____ school _____ community _____ workplace
- 4.10. **Use specific knowledge and skills when completing dressing activities (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)**
Specify: _____ home _____ school _____ community _____ workplace
- 4.11. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 4.12. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 4.13. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 4.14. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 4.15. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

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- 4.16. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.17. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

Grooming

- 4.18. Identify persons, objects, tasks, and areas associated with grooming activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: hair—shampooing, drying, combing, styling, cutting
 nails—cutting, polishing, cleaning, filing
 cosmetics—applying, removing
 shaving
 other: _____
- 4.19. Identify when grooming activities are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.20. Use specific knowledge and skills when completing grooming activities (e.g., hair—part hair evenly, style hair, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of razors, skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.21. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—haircut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.22. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

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Hygiene

- 4.23. Identify persons, objects, tasks, and areas associated with hygiene activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: washing and bathing
 dental care
 using the toilet
 menstrual care
 other: _____
- 4.24. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—after meals, when you wake up, before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.25. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.26. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 4.27. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 4.28. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.29. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

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Motor Control

- 4.30. Identify personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____
- 4.31. Identify when activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks; cardiovascular exercise to increase endurance; use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.32. Use specific knowledge and skills when completing activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.33. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 4.34. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

5. Use knowledge and skills to promote and maintain personal health and safety.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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Nutrition

- 5.1. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting food that provides optimum nutritional value
_____ maintaining, losing, or gaining weight
_____ following the Food Guide Pyramid, a diet that provides complete nutrition
_____ using dietary supplements—vitamins, energy bars
_____ other: _____
- 5.2. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning meals, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks of taking dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.4. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 5.5. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-poor foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.6. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ workplace or volunteer activities

Diseases

- 5.7. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases and their symptoms
_____ knowing how diseases are transmitted and the incubation periods
_____ knowing preventative measures, including ways to avoid contact
_____ knowing possible treatments for communicable diseases
_____ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
_____ knowing how to get treatment for diseases and illnesses
_____ other: _____

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- 5.8. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.9. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.10. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 5.11. *Identify body parts and gender. (Social and Personal E 39: III)*
- 5.12. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 5.13. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 5.14. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 5.15. Use strategies related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, store nonprescription medicines in a convenient place). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.16. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

First Aid

- 5.17. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ taking care of burns, poisons, and wounds
_____ getting help when needed
_____ other: _____
- 5.18. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

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- 5.19. Use specific knowledge and skills when completing first aid activities (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing methods to stop bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance, knowing how to administer cardiopulmonary resuscitation [CPR]). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.20. *Demonstrate or indicate knowledge of basic first aid principles.*
(*Social and Personal E 45: VI*)
- 5.21. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and book stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.22. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Wellness

- 5.23. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care, periodic check-ups
_____ regular rest and exercise
_____ nutritious diet
_____ a positive mental attitude
_____ regularly scheduled social activities
_____ other: _____
- 5.24. Identify when health care activities are needed for wellness (e.g., developing a wellness plan; seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.25. Use specific knowledge and skills when completing activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.26. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

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- 5.27. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)

Specify: home school community/workplace

Tobacco, Alcohol, and Other Drug Abuse

- 5.28. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: identifying the appropriate use of prescription and nonprescription drugs
 identifying physical dangers of tobacco, alcohol, and other drug abuse
 identifying mental and social dangers of tobacco, alcohol, and other drug abuse
 identifying legal control of tobacco, alcohol, and other drug use
 identifying the role of peer pressure
 other: _____

- 5.29. Identify when health care activities are needed to control tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community workplace

- 5.30. Use specific knowledge and skills related to controlling tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community workplace

- 5.31. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

- 5.32. Use strategies related to controlling tobacco, alcohol, and other drug abuse when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community workplace

- 5.33. Accept assistance with and participate in activities and tasks associated with prevention and treatment for tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)

Specify: home school community/workplace

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Disability Awareness and Management

- 5.34. Identify common health care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: managing daily medical needs
 requesting assistance with disability needs when necessary
 other: _____
- 5.35. Use specific knowledge and skills when completing health care activities involving disability awareness and management (e.g., appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and the implications; knowing treatment for disability and any associated problems; knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 5.36. Use strategies related to disability awareness and management effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 5.37. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: home school community/workplace

Exercise

- 5.38. Identify persons, objects, tasks, and areas associated with exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: selecting appropriate exercise activities for fitness
 performing specific exercises
 maintaining participation in an exercise program
 identifying potential problems resulting from exercise program
 evaluating the benefits of an exercise program
 requesting assistance with disability needs, when necessary
 other: _____
- 5.39. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 5.40. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace

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- 5.41. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.42. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Mental Health

- 5.43. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying emotional needs and related social behaviors
_____ identifying maladaptive behaviors and habits
_____ identifying sources of stress or anxiety
_____ determining own ability to deal with perceived causes of problems
_____ determining potential impact or results of mental health problems
_____ choosing to engage in alternate behaviors or activities to relieve problems
_____ requesting assistance with mental health needs when necessary
_____ other: _____
- 5.44. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.45. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems; identifying sources of assistance in the family or community; analyzing the potential impact of maladaptive behavior; examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.46. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 5.47. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Identifying Potentially Dangerous Situations

- 5.48. Identify situations which are potentially dangerous (e.g., an intruder at the door or window, attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace

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- 5.49. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.50. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.51. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.52. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 PA.2)
Specify: _____ home _____ school _____ community/workplace

Following Safety Procedures

- 5.53. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.54. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.55. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.56. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 5.57. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, later report to police). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.58. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.59. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.60. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*

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- 5.61. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knobs, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.62. Behave in ways that comply with fire drill and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.63. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom or inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.64. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 5.65. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 PA.2)
Specify: _____ home _____ school _____ community/workplace

6. Use budgeting and consumer skills to manage personal funds effectively.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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- 6.1. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: preparing weekly and monthly budgets
 managing and protecting personal cash
 using checking and savings accounts
 paying bills
 contributing to charities
 using comparative shopping
 using a credit, debit, or ATM card
 paying income and other taxes
 saving and investing money
 other: _____
- 6.2. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings and checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: home school community workplace
- 6.3. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings and checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: home school community workplace
- 6.4. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 6.5. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*
- 6.6. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 6.7. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 6.8. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 6.9. Use strategies related to managing money and personal finances to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: home school community workplace

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- 6.10. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)

Specify: _____ home _____ school _____ community/workplace

7. Demonstrate understanding of requirements and responsibilities associated with adult living arrangements (e.g., rent, contracts, insurance, furniture, personal goods).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Selecting Adult Living Environments

- 7.1. Identify persons, objects, tasks, and areas involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying residential alternatives
_____ selecting and planning where to live
_____ selecting and obtaining utilities and services—telephone, electric, cable, waste removal
_____ identifying information contained in a mortgage or lease
_____ selecting and obtaining tenant or homeowner insurance
_____ identifying obligations and responsibilities associated with living independently
_____ identifying costs associated with obtaining and maintaining a house
_____ other: _____

- 7.2. Identify when specific activities are needed for selecting adult living environments (e.g., when moving, when looking for a roommate, when budgeting for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

- 7.3. Use specific knowledge and skills when completing activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating residential alternatives—owning or renting, group homes, living alone, living with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move in and move out, fees for damages, repairs, inspections, parking spaces). (IF.A.1.In.1, IF.A.1.Su.1)

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- 7.4. Use strategies related to selecting adult living environments when completing related activities (e.g., keep track of listings in classified ads, make a list of desired features—location, number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.5. Accept assistance with and participate in activities and tasks related to selecting an adult living environment. (IF.A.1.Pa.1)
Specify: _____

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 7.6. Identify persons, objects, tasks, and areas involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for needed furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____
- 7.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., when selecting furniture items for need, comfort, quality, economy, usefulness; when identifying sources for purchasing furnishings and appliances; when comparing prices before purchasing or leasing furniture or appliances; when observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.8. Use specific knowledge and skills when selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use information, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin, keep a list of items to purchase, check need for cleaning after each use, clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.10. Accept assistance with and participate in activities and tasks related to selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.Pa.1)
Specify: _____

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General Food Preparation, Serving, and Storage

- 7.11. Identify persons, objects, tasks, and areas involved in food preparation, serving, and storage in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: selecting and planning what to eat—balanced meal, healthy snack
 serving already prepared food
 preparing simple cold foods—salad, sandwich
 preparing simple hot foods—soup, hot beverages
 using safe procedures in food preparation
 preparing more complicated foods—cookies, stews, roasts
 using small appliances in preparing food—blender, mixer, toaster
 using large appliances in preparing food—stove, oven, refrigerator
 following a recipe—measuring, cutting, mixing, cooking, cooling
 setting table and serving food
 cleaning up table, dishes, and kitchen
 storing food—opened food packages, leftovers
 determining food conditions—spoiled, raw, cooked, frozen, defrosted
 using adaptive devices in preparing food
 other: _____
- 7.12. Identify when specific activities are needed for food preparation and storage (e.g., when preparing a balanced breakfast, lunch, and dinner; when clearing food from a dining table; when preparing coffee and snacks for a group of friends; when disposing of food waste left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.13. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.14. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 7.15. *Serve self from food containers. (Social and Personal B 14: IV)*
- 7.16. *Follow a simple recipe. (Social and Personal B 15: V)*
- 7.17. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 7.18. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 7.19. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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- 7.20. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.21. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)
Specify: _____

Selecting and Caring for Clothing

- 7.22. Identify persons, objects, tasks, and areas involved in selecting and caring for personal clothing. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, and activity
_____ purchasing clothing based on value (cost and quality) and appropriateness
_____ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ using a washing machine and clothes dryer
_____ determining which clothes require dry cleaning
_____ mending clothes
_____ organizing and maintaining clothing in closets or drawers
_____ recognizing when clothing should no longer be worn
_____ other: _____
- 7.23. Identify when specific activities are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes can be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.24. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., locating the appropriate size and style clothing in a store; setting an iron to the appropriate heat level for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that no longer fit to local charities; throwing clothes away that can't be worn; organizing clothing—place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.25. *Perform laundry tasks. (Social and Personal F 49: V)*
- 7.26. Use strategies related to selecting and caring for clothing to complete activities effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart with words and pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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7.27. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)

Specify: _____

8. Demonstrate the use of appropriate household maintenance skills.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Household Cleaning and Maintenance of Interior Areas

8.1. Identify persons, objects, tasks, and areas involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: identifying areas and objects that need to be cleaned or maintained
 selecting appropriate products, tools, and equipment for housekeeping
 using products, tools, and equipment for household cleaning
 scheduling tasks that are done daily, weekly, monthly
 recycling items
 using products, tools, and equipment for home maintenance tasks
 securing the home with locks on doors and windows
 maintaining a comfortable temperature in the house
 getting assistance with tasks, if needed
 other: _____

8.2. Identify when specific activities are needed for cleaning, safety, and maintenance of interior areas in the home or apartment (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside changes; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to dust; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

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- 8.3. Use specific knowledge and skills when completing activities involving household cleaning, safety, and maintenance of interior areas in the home or apartment (e.g., separating cans and paper items for recycling, washing walls, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.4. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 8.5. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 8.6. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 8.7. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 8.8. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: IV)*
- 8.9. Use strategies related to household cleaning, safety, and maintenance of interior areas in the home or apartment effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event—check the battery in the smoke detector each month; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.10. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)
Specify: _____

Maintenance of Exterior Areas

- 8.11. Identify persons, objects, tasks, and areas involved in maintenance of exterior areas in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____
- 8.12. Identify when specific productive activities are needed for maintenance of exterior areas in the home (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

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- 8.13. Use specific knowledge and skills when completing activities involving maintenance of exterior areas in the home (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.14. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 8.15. Use strategies related to maintenance of exterior areas in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.16. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas in the home. (IF.A.1.Pa.1)
Specify: _____

9. Demonstrate ability to move about the community, including using public and private transportation as appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
- ___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial

Knowledge of Transportation

- 9.1. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ cost _____ accessibility for persons who are disabled
 _____ routes _____ hours of operation
 _____ convenience _____ other: _____
- 9.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

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- 9.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 9.4. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

- 9.5. Identify and find specific locations in home or apartments when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. Identify and find specific locations in stores and restaurants when completing functional tasks (e.g., grocery stores—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department stores—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restrooms; video store—new releases, science fiction videos, horror videos, snacks, cashier; restaurants—non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.7. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.8. Enter and exit buildings through appropriate doorways (e.g., attend to "In," "Out," "Enter," and "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.9. Operate a self-service elevator when moving about a building. (IF.A.2.In.2, IF.A.2.Su.2)
Specify steps: _____ press call button
 _____ step inside
 _____ press button for desired floor
 _____ exit
- 9.10. Safely use an escalator when moving about a building. (IF.A.2.In.2, IF.A.2.Su.2)
Specify steps: _____ step on
 _____ face forward
 _____ stay on one step
 _____ step off carefully
- 9.11. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)
Specify: _____

Traveling in the Community

- 9.12. Find a desired location in the community (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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- 9.13. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.15. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.16. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Specify: _____

Using Public Transportation

- 9.17. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.18. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 9.19. Identify ways to use maps when traveling on a bus and other mass transit vehicles (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.20. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.21. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)
Specify: _____

10. Demonstrate understanding of appropriate activities for recreation and leisure.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

General Leisure Skills

- 10.1. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.2. Identify various kinds of leisure and recreational activities (e.g., indoor games, team sports, outdoor activities, water sports, hobbies and crafts, entertainment). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.3. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 10.4. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

Games for Teams and Pairs

- 10.5. Identify persons, objects, tasks, and areas associated with leisure activities involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ indoor card and board games—bingo, checkers, rummy
 ___ outdoor team or pairs sports—softball, horseshoes, soccer, golf
 ___ other: _____
- 10.6. Identify appropriate times and occasions for leisure activities involved in playing games with others (e.g., sporting events, field days, after work, weekends). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.7. Use specific knowledge and skills when playing games with others (e.g., taking turns, following the rules, counting points, keeping track of scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.8. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 10.9. Use strategies related to playing games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify certain games or activities with certain times of the year—during Christmas holidays, the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.10. Accept assistance with and participate in activities and tasks related to playing games with others. (IF.A.1.Pa.1)

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Cultural Activities and Sporting Events

- 10.11. Identify persons, objects, tasks, and areas associated with leisure activities involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ musical performances—concerts, dance performances
 _____ theatres and plays
 _____ celebrations—holidays, parades, festivals, exhibits
 _____ school, community, or professional sporting events
 _____ other: _____
- 10.12. Identify appropriate times and occasions for attending cultural activities and sporting events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.13. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.14. Use strategies related to attending cultural activities and sporting events to plan activities effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for types of events of interest, watch billboards or marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.15. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____

Hobbies, Crafts, and Collections

- 10.16. Identify persons, objects, tasks, and areas associated with hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
 _____ collections
 _____ watching movies, reading, playing video games, listening to music
 _____ other: _____
- 10.17. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.18. Use specific knowledge and skills in engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)

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- 10.19. Use strategies related to hobbies to complete leisure activities effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups, get on mailing list of hobby or crafts stores that carry items of interest, watch the community calendar on local TV station, watch for flyers from community recreation centers, write dates of upcoming events on personal calendar, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.20. Accept assistance with and participate in activities and tasks associated with hobbies and collections. (IF.A.1.Pa.1)
Specify: _____

Caring for Pets

- 10.21. Identify persons, objects, tasks, and areas associated with pet care activities used for leisure. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the pet
_____ caring for the pet—walking, feeding, training, grooming
_____ selecting veterinarian
_____ other: _____
- 10.22. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the vet when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.23. Use specific knowledge and skills when completing pet care activities (e.g., measuring the right amount of food, training the pet to come when called). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.24. Use strategies related to caring for pets effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.25. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
Specify: _____

Gardening and Plants

- 10.26. Identify persons, objects, tasks, and areas associated with common leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the plant or type of garden
_____ planting the seeds or plants
_____ caring for the plants—fertilizing, watering, weeding, harvesting
_____ other: _____
- 10.27. Identify the appropriate time for leisure activities involving gardening (e.g., when the weather is good; when plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

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- 10.28. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.29. Use strategies related to gardening effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.30. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
Specify: _____

Outdoor Activities

- 10.31. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ outdoor sports—camping, hiking, biking
 _____ water sports—swimming, boating, surfboarding, fishing
 _____ other: _____
- 10.32. Identify the appropriate time for leisure activities in the outdoors (e.g., camping, hiking, climbing—when the correct equipment is available, during weather appropriate for being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.33. Use specific knowledge and skills when completing leisure activities in the outdoors (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—pitching a tent, cooking outdoors, building a fire; fishing—baiting a hook, using different lures, using boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.34. Use strategies related to outdoor activities effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; talk to others involved in same activity; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.35. Accept assistance with and participate in activities and tasks associated with outdoor activities. (IF.A.1.Pa.1)
Specify: _____

11. Demonstrate understanding of the nature and importance of community involvement and participation.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Citizenship

- 11.1. Identify persons, objects, tasks, and areas involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: registering to vote and voting
 recognizing community leaders and their views
 learning about and obeying local, state, and federal laws
 volunteering
 other: _____
- 11.2. Identify when specific activities in the community are needed for citizenship (e.g., voting during election years, continuing to learn about issues, volunteering during times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting at an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.4. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 11.5. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 11.6. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 11.7. Use strategies related to citizenship effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.8. Accept assistance with and participate in activities and tasks related to citizenship. (IF.A.1.Pa.1)
Specify: _____

Community Service Organizations

- 11.9. Identify persons, objects, tasks, and areas associated with activities in the community involved in service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: participating in local service organizations
 participating in service activities of a religious group
 other: _____

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- 11.10. Identify when specific activities in the community are needed for community groups or organizations (e.g., participating in a coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.11. Use specific knowledge and skills when completing activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.12. Use strategies related to selective service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view videotapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.13. Accept assistance with and participate in activities and tasks related to community service organizations. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Informal Gatherings in the Community

- 11.14. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.15. Identify when activities in the community involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating on a team activity, when you are playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.16. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, organizing a picnic—planning the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.17. Use strategies related to informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., go with a friend, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 11.18. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

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Identifying and Contacting Community Resources

- 11.19. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ employment—state employment services, Vocational Rehabilitation
_____ housing, home maintenance—real estate agents, rental agencies, pest control companies
_____ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
_____ civic—voter registration, tax collector, license bureau
_____ utilities—water, electric, gas, sewer, garbage, cable
_____ communication—telephone, mail, e-mail
_____ transportation—bus, taxi, bicycle
_____ personal services—barber, dry cleaner, laundromat
_____ retail store, food service—department stores, restaurants
_____ financial—banks, credit cards, investments, insurance, social services
_____ recreation, leisure, entertainment—movies, libraries, community centers
_____ legal, advocacy—lawyers, advocacy and protection groups
_____ educational—adult education, trade schools
_____ emergency—police, fire, ambulance, Red Cross
_____ religious
_____ other: _____
- 11.20. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 11.21. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you want to buy a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.22. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., state or county agencies, family, friends, newspaper, phone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.23. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 11.24. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ community service agencies: advantages—usually is free or low-cost; disadvantages—may have a waiting list, may have limited services
_____ businesses: advantages—has customer service focus, offers competitive rates; disadvantages—is higher-cost
_____ other resources [friends, neighbors, co-workers]: advantages—want to help, is lower cost; disadvantages—may have less knowledge than professionals

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- 11.25. Select the community service agency, business, or other resource that will meet (or is most likely to meet) specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, convenient location, availability). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.26. Locate community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.27. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.28. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out what services are offered, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)
- 11.29. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Using Community Resources

- 11.30. Use knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: hair care laundromat dry cleaner
 other: _____
- 11.31. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: library parks and recreation public safety
 other: _____
- 11.32. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: department store convenience store drug store
 grocery store hardware store specialty store
 flea market second-hand store garage sale
 other: _____

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- 11.33. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: restaurants cafeterias fast food chains
 refreshment stands vending machines
 other: _____
- 11.34. *Use coin-operated machines. (Social and Personal H 63: V)*
- 11.35. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____
- 11.36. Use knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing an account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: banks credit unions savings and loan
 other: _____
- 11.37. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: clinics
 hospitals
 doctors' offices
 health department
 mental health and guidance clinics
 other: _____

Mail and Telephone Services

- 11.38. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: mail—US Post Office
 telephone—local provider, long distance carrier, cellular phone company
 e-mail—Internet provider
 other: _____

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11.39. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ writing a card or letter and addressing an envelope
_____ determining and obtaining correct postage
_____ locating and using mail boxes and pickup and delivery services
_____ registering a change of address
_____ other: _____

11.40. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ function and use of telephone parts
_____ function of various signals and tones
_____ correct way to dial local numbers
_____ correct way to get assistance with telephone services
_____ use of emergency numbers such as 911 (emergency)
_____ use of basic information numbers such as 411 and weather
_____ use of pay telephones
_____ other: _____

11.41. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ what to say when answering the phone
_____ what to say when making a call
_____ what to say when ending a call
_____ how to leave a message
_____ how to take a message
_____ other: _____

11.42. *Identify and use emergency number (0—911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

11.43. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

12. Demonstrate understanding of interpersonal relationships as they relate to post-school adult living.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Identifying Types of Relationships

- 12.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious organization members, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.3. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful toward each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.4. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.5. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

- 12.6. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.7. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands, use polite phrases such as "Thank you." "You're welcome." "Please." "Excuse me." "May I?" "I'm sorry." "Nice to meet you."). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 12.8. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 12.9. Demonstrate steps for introducing oneself to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace

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- 12.10. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.11. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 12.12. Identify nonverbal and verbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest, walking away; verbal comments—commenting on their appearance or physique, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.13. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Using Appropriate Behavior

- 12.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.15. *Show respect for property of others. (Social and Personal G 52: III)*
- 12.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.17. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.18. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 12.19. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 12.20. *Cooperate with peers. (Social and Personal G 51: III)*
- 12.21. Initiate interactions with peers, family, co-workers, and friends (e.g., saying "Hello," introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 12.22. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, ask peer if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 12.23. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 12.24. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 12.25. *Identify personal feelings. (Social and Personal G 54: IV)*
- 12.26. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 12.27. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Physical Contact

- 12.28. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.29. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when the person doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.30. Identify responses that will protect a person from inappropriate physical contact from others (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.31. Identify sources of assistance for a person who may experience inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

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- 12.32. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 12.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 12.34. Ask for assistance if a person experiences inappropriate physical contacts from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 12.35. Accept assistance with and participate in appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: home school community/workplace
- 12.36. Accept assistance with and participate in alerting someone about inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: home school community/workplace

Conflict Resolution

- 12.37. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results; how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.38. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 12.39. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 12.40. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.41. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

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- 12.42. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, commit to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: home school community workplace

13. Use effective communication skills when interacting with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Understanding the Concept of Communication

- 13.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., serves interactive, personal, and informative purposes; conveys desires, feelings, ideas, and needs; responds to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases, and sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.4. Identify the meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.6. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

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- 13.7. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 13.8. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 13.9. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: tone of voice pitch
 fluency (rate and rhythm) loudness
 duration other: _____
- 13.10. *Imitate or approximate speech sounds. (Language A 3: I)*
- 13.11. *Imitate or approximate words. (Language A 4: II)*

Listening

- 13.12. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: relaxed active social defensive
 other: _____
- 13.13. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.14. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues—first, second..., in summary, most important
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____
- 13.15. Use strategies to improve listening (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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Communicating Desires, Feelings, and Needs

- 13.16. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ requests _____ refusals _____ other: _____
- 13.17. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 13.18. *Express personal beliefs or opinions. (Language C 28: V)*
- 13.19. *Identify personal feelings. (Social and Personal G 54: IV)*
- 13.20. Participate in conveying desires effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 13.21. *Express wants and needs. (Language C 20: II)*
- 13.22. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 13.23. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ opinions _____ facts _____ affection _____ anger
 _____ happiness _____ sadness _____ other: _____
- 13.24. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 13.25. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.26. *Use language to give simple commands. (Language C 18: II)*
- 13.27. Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____

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13.28. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

13.29. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Responding to Communication

13.30. *Respond to a voice or environmental sound. (Language A 1: I)*

13.31. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: intentional body or head movement—move or turn toward speaker

facial expressions—look at speaker, smile, blink

oral communication—respond verbally

other: _____

13.32. *Respond to own name. (Language B 5: I)*

13.33. *Locate a sound source. (Language A 2: II)*

13.34. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)

Specify method: vocalize or gesture body movements

facial expressions verbalize or sign

other: _____

13.35. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone).

(CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

13.36. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

13.37. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head).

(CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

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- 13.38. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Using Greetings and Conversations

- 13.39. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.40. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.41. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello”; informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.42. *Use language to initiate social greeting. (Language C 23: III)*
- 13.43. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.44. *Use language to respond to verbal greetings. (Language C 19: II)*
- 13.45. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; other familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
_____ with other familiar persons _____ with unfamiliar persons
Specify setting: _____ home _____ school _____ community _____ workplace
- 13.46. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 13.47. *Use language to initiate conversation. (Language C 30: VI)*
- 13.48. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 13.49. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

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Specify: home school community workplace

13.50. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

13.51. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations.

(CO.A.1.In.1, CO.A.1.Su.1)

Specify style and tone: _____

Specify audience and occasion: _____

13.52. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: initiating topics

maintaining topics

taking turns

ending a conversation

repairing communication breakdowns

showing sensitivity to cultural differences

other: _____

Giving and Receiving Feedback

13.53. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

13.54. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

13.55. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

13.56. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

13.57. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

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Communication Systems

- 13.58. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.59. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: sign language total communication
 finger spelling augmentative communication
 verbal language symbol system
 other: _____
- 13.60. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

14. Use skills to obtain and express information needed in common tasks of daily activities and work.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Persons, Objects, Areas, and Locations

- 14.1. Identify persons, objects, areas, and locations used in productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
 ___ cooking—measuring cups, measuring spoons, pots, pans
 ___ laundry—washer, dryer, detergent, bleach, stain remover
 ___ yard work—rake, lawn mower, shovel, hose
 ___ home repair—hammer, wrench, drill, plunger
 ___ other: _____
- 14.2. Identify persons, objects, areas, and locations used in workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ office—fax machine, copy machine, calculator, envelopes, stamps, desk
 ___ food service—trays, drink machine, sugar caddies, refrigerator
 ___ personal equipment—time card, locker, mailbox, files, uniform
 ___ maintenance—broom, waste basket, cleaning supplies
 ___ other: _____
- 14.3. Identify persons, objects, areas, and locations used in activities in the community (e.g., productive activities—banking, picking up dry cleaning, grocery shopping, voting; leisure activities—packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ banking ___ shopping ___ personal services
 ___ post office ___ library ___ eating out
 ___ indoor games ___ crafts or hobbies ___ outdoor activities
 ___ sport ___ entertainment ___ other: _____
- 14.4. Accept assistance with and participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
Specify: _____

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Pictures

- 14.5. Identify household objects, areas, and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____
- 14.6. Identify persons, objects, areas, and locations in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ landmarks
 _____ other: _____
- 14.7. Identify persons, objects, areas, and locations in leisure activities as described and pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.8. Identify persons, objects, areas, and locations in the workplace as described and pictured in technical manuals or materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.9. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 14.10. *Identify information from a picture. (Reading A 4: IV)*
- 14.11. *Describe pictures or objects. (Language C 24: III)*
- 14.12. Identify essential information obtained from a video segment, illustration, or picture of a situation (e.g., news footage, newspaper pictures, photographs from a trip). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols and Icons

- 14.13. Identify the meaning of symbols and icons on appliances, equipment, or controls used in functional activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cooking _____ laundry _____ cleaning
 _____ plumbing _____ yard care _____ heating and cooling
 _____ other: _____
- 14.14. Identify the meaning of symbols and icons on machinery, equipment, or controls used in leisure activities (e.g., taking rides at an amusement park, using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ on, off, start _____ do not use, out of order
 _____ height requirements _____ settings—fast, slow
 _____ directional symbols _____ other: _____

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- 14.15. Identify the meaning of symbols and icons on signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: up, down men, women
 handicapped entrance other: _____
- 14.16. *Recognize information communicated by common symbols and signs.* (Reading A 1: III)
- 14.17. *Identify and demonstrate understanding of community signs and symbols.* (Reading B 6: IV, V)
- 14.18. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: order here cashier
 no food or drink allowed no smoking
 cost of admission hours of operation
 wait to be seated shirt and shoes required
 no talking other: _____
- 14.19. Identify the meaning of road signs when traveling (e.g., stop, one-way, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: stop one way right turn
 speed limit no U-turn other: _____
- 14.20. Identify the meaning of symbols and icons on safety and warning signs when completing functional activities (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: no smoking, danger, poison
 do not use near water, for outside use only
 shock, uses grounded outlets, 220 volts only
 other: _____
- 14.21. *Demonstrate understanding of safety and warning signs in the environment.* (Social and Personal D 37: V)

Letters and Numerals

- 14.22. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: a-z _____
- 14.23. *Match and discriminate upper and lower case letters.* (Reading A 5: IV)
- 14.24. *Reproduce upper and lower case letters of the alphabet.* (Social and Personal A 2: IV)

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- 14.25. Identify numerals when completing functional tasks (e.g., locating a phone number, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 14.26. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 14.27. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify coins: _____ penny _____ nickel _____ dime _____ quarter
Specify bills: _____ one _____ five _____ ten _____ twenty _____ fifty
- 14.28. Identify correct value of stamps to use when mailing items (e.g., sending a birthday card, sending a post card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ post cards _____ letters _____ packages
- 14.29. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ date due _____ expiration date _____ date posted
_____ other: _____

Personal Identification

- 14.30. Identify own personal information on a card when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at security desk in a building). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ name _____ address
_____ phone number _____ date of birth
_____ Social Security number _____ emergency contact
_____ parents or guardian _____ other: _____
- 14.31. Locate personal identification cards when needed from wallet or billfold when completing functional tasks (e.g., cashing a check, gaining entry into a health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ Social Security card _____ driver license
_____ photo ID _____ check cashing card
_____ store or membership card _____ other: _____

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- 14.32. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)
Specify: turn head move toward voice
 move eyes change facial expression
 change sounds vocalize response
 make gesture other: _____
- 14.33. *Respond to own name. (Language B 5: I)*
- 14.34. *Identify own first name in manuscript. (Reading A 3: III)*
- 14.35. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

Frequently Used Words

- 14.36. Identify the meaning of common written and oral words and expressions. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: frequently used words
 opposite concepts
 category words
 directional concepts
 other: _____
- 14.37. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 14.38. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 14.39. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 14.40. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*
- 14.41. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 14.42. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 14.43. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth _____

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- 14.44. *Identify the meaning of words in context using examples of cues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 14.45. *Read number words, zero to ten. (Mathematics B 11: V)*
- 14.46. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

Personal Care Information

- 14.47. Identify the meaning of words related to productive activities in the home (e.g., finding the appropriate cleaning tool, following a recipe, selecting a snack, washing the clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: housekeeping—vacuum, disinfect, ammonia
 cooking—stove, ingredients, boil, simmer
 laundry—washer, detergent, dryer, iron
 other: _____
- 14.48. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, determining how much a garment costs, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: size brand name price fabric
 washing and cleaning instructions other: _____
- 14.49. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutritional information). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: preparation directions storage requirements
 expiration date nutrition information
 serving and portion information weight volume
 other: _____
- 14.50. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for work or school; managing finances; maintaining cleanliness of home or clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: personal hygiene—brush teeth, floss teeth, shower
 finances—balance checkbook, deposit money, budget
 maintain clothes—wash, dry clean, mend
 purchasing items—discount, sale, tax, charge, pounds
 paying bills—balance, overdue balance, late fee, due date, interest
 other: _____
- 14.51. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: directions for use dosage warnings
 expiration date storage antidotes
 prescription and renewal information other: _____

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- 14.52. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, using a product). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: directions for use
 safety precautions—this end up, open other side, fragile
 storage—store in dry place, keep from freezing
 warranty information
 other: _____

- 14.53. Use information on packaged food products, medicines, and cleaning products appropriately when completing functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: storage warning labels dosage
 instructions other: _____

Community Information

- 14.54. Identify the meaning of words related to productive activities in the community (e.g., registering to vote, balancing a checkbook, completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: banking—withdrawal, deposit, account number, debit, balance
 library—library card, check out, due date, late charge
 voting—election, party, candidate, voter's registration
 other: _____

- 14.55. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: north, south, east, west
 Interstate highway, road, street, route
 speed limit, map, exit, traffic signals, railroad crossing
 airfare, bus ticket, departure gate, arrival time, flight number
 other: _____

Leisure Information

- 14.56. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sporting events, attending plays or movies, playing board games, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: indoor games outdoor activities sports
 entertainment hobbies
 other: _____

- 14.57. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., directions, rules, operating instructions). (CL.B.1.In.1, CL.B.1.Su.1)

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Abbreviations

- 14.58. Identify abbreviations when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: measurement units locations
 titles time
 other: _____
- 14.59. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information overnight or next day mail, reading articles in a newsletter, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: medical organizations—health maintenance organization (HMO)
 government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
 mail services—United Parcel Service (UPS), United States Postal Service (USPS)
 radio and television—NBC, WFSU
 web addresses—www.firm.edu
 other: _____

Following Directions

- 14.60. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: repeat directions paraphrase directions
 follow a pictured diagram use a cue card or check list
 make a list other: _____
- 14.61. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: verbalize key features or steps
 break into smaller components for practice
 practice with physical guidance
 practice with verbal cueing
 other: _____
- 14.62. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list to move, complete a task checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.63. Identify the meaning of directions or instructions located on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.64. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)

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- 14.65. Follow directions to complete productive activities in the community (e.g., locate and sign out a book at the library; vote; assist in a volunteer service organization or activity; participate in coastal cleanup; participate in a fund-raiser; use the community pool, gym, or park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: number of steps—1, 2, multiple
 presentation mode—oral, written, pictorial, graphic, demonstration
 other: _____
- 14.66. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.67. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.68. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 14.69. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 14.70. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 14.71. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 14.72. *Follow written directions with one-step. (Reading C 11: V)*
- 14.73. *Follow written directions with two-steps. (Reading C 13: VI)*

Comprehension Strategies

- 14.74. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., workplace tasks—locating a name on a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: key words dates numbers
 charts graphs pictures
 maps other: _____
- 14.75. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 14.76. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or the newspaper). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: identify the first sentence or topic paraphrase information
 identify information that is repeated scan chapter headings
 other: _____
- 14.77. *Determine main idea stated in a paragraph. (Reading C 8: V)*

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- 14.78. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 14.79. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 14.80. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 14.81. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 14.82. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 14.83. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.84. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*
- 14.85. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ bank statements _____ bills
 _____ receipts _____ checkbook
 _____ invoices _____ other: _____
- 14.86. *Distinguish between true and false statements. (Reading E 19: V)*
- 14.87. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., read consumer reports on products; ask friends who have bought products; compare advertising for competitive products; evaluate products on cost, reliability, and warranties). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify exaggerations _____ identify false claims
 _____ evaluate reasonableness _____ other: _____
- 14.88. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*
- 14.89. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

Organizing Information

- 14.90. Locate and organize information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 14.91. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 14.92. *Alphabetize words using the first two letters. (Reading F 25: VI)*

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- 14.93. Locate and organize items and information by category when completing functional tasks (e.g., filing a product warranty, finding a recipe for cookies). (CL.B.1.In.3)
- 14.94. Organize clothes in dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)
- 14.95. Sort items by color when completing functional tasks (e.g., sorting clean socks, towels, or dishes; organizing closets, cabinets, or linen closets; sorting laundry by lights and darks). (CL.B.1.In.3)
- 14.96. Sort items into matching pairs when completing functional tasks (e.g., pairing socks, organizing a jewelry box, putting away shoes). (CL.B.1.In.3)
- 14.97. Locate and organize items by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 14.98. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.99. Locate and organize items and information by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)
- 14.100. *Sort like objects. (Social and Personal C 19: II)*
- 14.101. Order items numerically (e.g., page numbers, outlines). (CL.B.1.In.3)
- 14.102. Organize items by size when completing functional tasks (e.g., putting away clean dishes, cleaning out kitchen drawers). (CL.B.1.In.3)

Using Table of Contents, Menus, and Indexes

- 14.103. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles, index, glossary
 _____ magazines—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 14.104. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 14.105. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

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- 14.106. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

General Information Resources

- 14.107. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone service, calling a government agency, getting a number not listed in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ person's phone number _____ business phone number
 _____ emergency numbers _____ dialing assistance
 _____ telephone service assistance _____ community information
 _____ area codes _____ other: _____

- 14.108. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ newspaper _____ magazine _____ television
 _____ radio _____ people
 _____ Internet resources _____ other: _____

- 14.109. Identify types of information in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ almanac—weather-related information, crop information
 _____ atlas—road maps, distance charts, state capitals, population
 _____ dictionary—definitions, spelling, syllabication
 _____ encyclopedia—general information by subject
 _____ other: _____

- 14.110. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 14.111. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*

Consumer Information

- 14.112. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, list of bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.113. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics, mailing costs, return policy). (CL.B.1.In.1, CL.B.1.Su.1)

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- 14.114. Identify sources to obtain information about restaurants (e.g., location, type of food, typical cost of a meal, days and hours of operation, reservation policy, method(s) of payment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ newspapers _____ magazines _____ Internet
 _____ Yellow Pages _____ friends or family _____ other: _____
- 14.115. Identify the meaning of information related to desired services before obtaining the service (e.g., hotel service—laundry cost, room service prices; automobile service—warranty information on a service, price, length of time warranty is in effect). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.116. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ radio, TV _____ newspapers _____ posters, flyers
 _____ other: _____
- 14.117. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services or products are received. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ length of term _____ cost per month _____ extra charges
 _____ limits _____ other: _____

Newspapers and Magazines

- 14.118. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ headlines _____ local news _____ sports
 _____ recreational activities _____ special features _____ comics
 _____ advertisements _____ classified ads
 _____ other: _____
- 14.119. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.120. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.121. Identify the meaning of information found in newspapers and magazines regarding community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.122. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)

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- 14.123. Use information found in classified ads and advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ read an ad—find a job, place to live, car, furniture, pet
 _____ place an ad—sell a house, locate lost pet, advertise a garage sale
 _____ other: _____
- 14.124. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.125. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities (e.g., reading for personal interest, reading about a play before seeing it, learning various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

- 14.126. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)
- 14.127. Identify the meaning of simple graphs and charts when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of work days without injuries on the job from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ bar graphs _____ pie chart _____ tables and charts
- 14.128. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

Maps

- 14.129. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ roads, highways _____ cities, towns _____ mileage
 _____ other: _____
- 14.130. Identify travel routes between specified locations on a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)
- 14.131. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

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Expressing Personal Information

- 14.132. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address
 _____ phone number _____ date of birth
 _____ Social Security number _____ emergency contact
 _____ parents or guardian _____ other: _____
- 14.133. *Express self-identity by telling first name. (Language C 17: II)*
- 14.134. *Express self-identity by telling full name. (Language C 21: III)*
- 14.135. *Reproduce own first and last name. (Writing A 1: IV)*
- 14.136. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 14.137. Determine proper documents needed to complete forms (e.g., Social Security card, birth certificate, driver's license, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 14.138. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ personal information—name, address, phone, birth date
 _____ sex—male/female
 _____ race—White/Hispanic/Black/Asian/Native American/Multi-racial
 _____ marital status—single/married
 _____ employment—employed/self-employed
 _____ other: _____
- 14.139. Accurately complete application forms to accomplish functional tasks (e.g., obtaining a driver's license, seeking entrance to a school or program, applying for medical benefits, buying insurance). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ driver's license _____ employment
 _____ admission to organization or school _____ public assistance
 _____ other: _____
- 14.140. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 14.141. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

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- 14.142. Accurately complete consumer-related forms to complete functional tasks (e.g., receive a loan, credit card, or insurance). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: credit card loan application bank account
 check deposit slip product warranty
 other: _____
- 14.143. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 14.144. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 14.145. *Complete simple order blanks. (Writing D 14: VII)*
- 14.146. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: daily or weekly—grocery shopping
 specific activities—prepare to move, complete work activities
 other: _____
- 14.147. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: school task—how to look up a reference, how to dress for PE
 work task—how to use a cash register, how to fill out a leave form
 personal task—how to use a microwave, how to put away groceries
 leisure task—how to pack for vacation, how to take care of a pet
 other: _____
- 14.148. *State steps to complete a task. (Language C 31: VI)*
- 14.149. Record activities performed to accomplish functional tasks (e.g., keep an accurate balance of bank account, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: daily events daily tasks
 checks and deposits other: _____
- 14.150. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: report summary
 letter of complaint letter of application
 other: _____
- 14.151. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: note memo or e-mail business letter
 brief description report personal letter
 cards and invitations other: _____

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- 14.152. Write a message to accurately record information from telephone calls or personal conversations (e.g., transcribing—transfer answering machine or voicemail messages to paper; dictation—write a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: caller's name date who person represents
 time phone number message
 other: _____
- 14.153. *List information (who, what, when, and where) of a given message.*
(Writing D 11: VI)
- 14.154. *Write a letter and address an envelope.* (Writing D 12: VI)
- 14.155. Use a writing process to develop documents and written communications.
(CL.B.2.In.1, CL.B.2.Su.1)
Specify: organize ideas write first draft review by other
 edit revise write final copy
 other: _____
- 14.156. *Proofread to locate and correct spelling errors.* (Writing B 5: VI, VII)
- 14.157. *Write simple sentences.* (Writing D 10: V)
- 14.158. *Combine 3-5 words to verbally express phrases and sentences.* (Language C 25: III)
- 14.159. Use standard conventions of grammar when writing or speaking to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: at home—letter, note, or message to family members; directions
 at school—book reports, science projects, summaries, class assignments
 at work—directions, correspondence, proposal
 other: _____
- 14.160. *Capitalize the first letter of own first and last name.* (Writing C 6: IV)
- 14.161. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries.* (Writing C 8: VI)
- 14.162. *Write a sentence with correct capitalization of the first word and ending punctuation.* (Writing C 7: V)
- 14.163. *Use correct punctuation and capitalization when writing a letter and addressing an envelope.* (Writing C 9: VI)
- 14.164. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words).* (Writing B 4: V, VI, VII)

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- 14.165. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)
Specify: _____

General Quantitative Concepts

- 14.166. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 14.167. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 14.168. *Identify one and one more. (Mathematics A 2: III)*
- 14.169. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
- 14.170. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 14.171. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: _____ vocalize indicating enough or more
_____ gesture indicating enough or more
_____ point to "stop" or "more" on communication board
_____ other: _____

Whole Numbers

- 14.172. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, learning how much a house costs, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to 10 _____ to 100 _____ to 1,000
_____ to 10,000 _____ to 100,000
- 14.173. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 14.174. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 14.175. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*
- 14.176. *Count from 1 to 5. (Mathematics B 8: III)*
- 14.177. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 14.178. *Identify one and one more. (Mathematics A 2: III)*
- 14.179. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 14.180. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*

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- 14.194. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)*
- 14.195. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*
- 14.196. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 14.197. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)*
- 14.198. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*
- 14.199. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 14.200. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 14.201. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*
- 14.202. *Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*
- 14.203. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)*
- 14.204. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 14.205. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)*
- 14.206. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*
- 14.207. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*
- 14.208. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*
- 14.209. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*
- 14.210. *Use a calculator to perform complex multiplication computations. (Mathematics H 69: VII)*
- 14.211. *Identify basic division facts products through 81. (Mathematics I 71: VI)*
- 14.212. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

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14.213. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*

Ratio, Proportion, and Percent

14.214. Identify situations in daily living when percent is used (e.g., calculating grade percentages, calculating interest, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

14.215. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50%$, $1/4 = 25%$). (Mathematics J 75: VI)*

14.216. Identify situations in daily living when ratio is used (e.g., calculating amounts of two substances in a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

14.217. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

Measurement

14.218. Solve problems involving measurement to accomplish functional tasks (CL.B.3.In.2, CL.B.3.Su.2)

Specify: linear volume weight
 time temperature money

14.219. Accept assistance with and participate in indicating awareness of distance or size (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)

Specify method: vocalize gesture touch
 use assistive or augmentative device other: _____

Specify setting: home school community/workplace

14.220. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)

Specify: begin activity look at referent object
 use augmentative or assistive device other: _____

14.221. *Determine which of three or more objects is smallest, largest, shortest, or tallest. (Mathematics A 5: IV)*

14.222. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

14.223. *Measure an object to the nearest inch. (Mathematics F 50: V)*

14.224. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

14.225. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

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- 14.226. *Demonstrate an understanding of capacity concepts. (e.g., least, most, empty, full)*
(Mathematics A 6: IV)
- 14.227. *Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)*
- 14.228. *Determine capacity by measuring to the nearest cup, quart, or gallon.*
(Mathematics F 51: VI)
- 14.229. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 14.230. *Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)*
- 14.231. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 14.232. *Tell which day of the week comes before and after a given day.*
(Mathematics G 60: V)
- 14.233. *Identify the days of the week. (Mathematics G 58: IV)*
- 14.234. *Indicate the date by month, day, and year in numerical form (e.g., 5/13/88).*
(Mathematics G 64: VI)
- 14.235. *Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)*
- 14.236. *Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days).*
(Mathematics G 63: VI)
- 14.237. *Tell time to the hour. (Mathematics G 57: IV)*
- 14.238. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 14.239. *Indicate time in hours and minutes using proper notation (e.g., 1:28).*
(Mathematics G 65: VI)
- 14.240. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 14.241. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*
- 14.242. *Identify tools to measure temperature (e.g., thermometer, thermostat).*
(Mathematics F 48: IV)
- 14.243. *Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)*
- 14.244. *Identify coins as money. (Mathematics E 31: III)*
- 14.245. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*

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- 14.246. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 14.247. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 14.248. *Identify money values not to exceed \$100 (e.g., \$62.43). (Mathematics E 42: VI)*
- 14.249. **Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying for the bill at a restaurant). (CL.B.3.In.1, CL.B.3.Su.1)**
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 14.250. **Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)**
- 14.251. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 14.252. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 14.253. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 14.254. **Determine the total cost of items to accomplish functional tasks (e.g., determining how much more money is needed to purchase a group of items). (CL.B.3.In.2, CL.B.3.Su.2)**
- 14.255. *Identify which costs more through \$5, given the cost of two items. (Mathematics E 36: V)*
- 14.256. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 14.257. **Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, making change as a cashier, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)**
Specify: to \$1.00 to \$5.00 to \$10.00
 to \$20.00 to \$100.00 other: _____
- 14.258. *Determine the change to be received from a \$5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)*
- 14.259. **Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)**
- 14.260. **Solve problems involving rate of interest or sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)**

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- 14.261. Identify purposes and functions of banks and credit unions (e.g., financial transactions, savings accounts, loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.262. *Associate the financial institution (e.g., bank, credit union) with money.*
(Mathematics E 34: IV)
- 14.263. *Identify the purposes of a checking and savings account.* (Mathematics E 39: V)
- 14.264. *Identify which documents to show for proper identification for check cashing.*
(Mathematics E 43: VI)
- 14.265. *Complete a check and deposit slip and record in check register.*
(Mathematics E 44: VI)
- 14.266. *Complete forms associated with a savings account.* (Mathematics E 45: VI)

Geometry

- 14.267. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat).
(CL.B.3.In.1, CL.B.3.Su.1)
- 14.268. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)
- 14.269. Participate in indicating awareness of location (e.g., smiles when gets to own room).
(CL.B.3.Pa.1)
Specify method: vocalize gesture touch
 use assistive or augmentative device other: _____
Specify setting: home school community/workplace
- 14.270. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)
Specify: home school community workplace

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15. Use adaptive equipment and devices and alternate strategies to function effectively at home, at school, in the community, or in the workplace.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

15.1. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)

Specify: ___ home ___ school ___ community ___ workplace

15.2. Identify activities involved in disability management and use of adaptive or assistive devices. (IF.A.1.Su.2)

Specify: ___ appropriate use of equipment, assistive, or adaptive devices
 ___ recognizing the need for repair or maintenance of any prosthesis
 ___ requesting assistance with disability needs when necessary
 ___ other: _____

15.3. Use specific knowledge and skills when completing activities involving disability management and use of adaptive or assistive devices (e.g., correctly using equipment or assistive or adaptive devices; appropriately finding assistance with one's own disability needs; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.Su.2)

Specify: ___ home ___ school ___ community ___ workplace

15.4. Use strategies related to disability management and use of adaptive or assistive devices to complete activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, ask friends with similar disabilities for advice, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.Su.2)

15.5. Accept assistance with and participate in activities and tasks associated with disability management and use of adaptive or assistive devices. (IF.A.1.Pa.2)

Specify: ___ home ___ school ___ community/workplace

16. Demonstrate knowledge of own Individual Educational Plan, including participation in team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Understanding the Components of the Individual Educational Plan

- 16.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 16.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 16.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
_____ determine present levels of performance
_____ develop annual goals and related short-term objectives or benchmarks
_____ assign responsibility for objectives
_____ identify needed services, modifications, and supports
- 16.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills
- 16.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Education Plan

- 16.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 16.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation
_____ other: _____
- 16.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 16.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 16.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

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- 16.11. Assist in setting the IEP annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 16.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 16.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 16.14. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 16.15. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|---|
| Subject Area: | Special Skills Courses |
| Course Number: | 7963030 |
| Course Title: | Skills for Students who are Motor and Other Health Impaired |
| Previous Course Title: | Skills for Motor and Other Health Impaired Learners |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

The content should include, but not be limited to, the following:

- independent functioning in home, school, and community
- communication
- social participation
- employment and post-school adult living
- use of adaptive equipment and assistance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a

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course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge and skills needed to function independently in the classroom, home, and community within the limitations of physical ability.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and
support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—
with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—
with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Motor Control

- 1.1. Use body posture and attention appropriate to a variety of tasks including positioning and/or moving to perform tasks and functional movements. (IF.A.1.In.1, IF.A.1.Su.1)
Specify task: ___ locomotor ___ non-locomotor ___ travel skill:
 ___ object control ___ body control ___ other: _____
Specify setting: ___ home ___ school ___ community ___ workplace
- 1.2. Use assistive or adaptive equipment or orthotic devices to perform tasks needed to function independently. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 1.3. Use comfortable and appropriate mannerisms when positioning self or moving to perform tasks and functional movements.
Specify: ___ home ___ school ___ community ___ workplace
- 1.4. Identify common personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ strength, stamina, endurance, and muscular flexibility
 ___ postural alignment for sitting, standing, lifting, and movement
 ___ proximity to objects
 ___ other: _____
- 1.5. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles for daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ home ___ school ___ community ___ workplace
- 1.6. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ home ___ school ___ community ___ workplace

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- 1.7. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 1.8. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

Personal Care

- 1.9. Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: eating
 dressing
 hygiene
 grooming
 other: _____
- 1.10. Use specific knowledge and skills when completing personal care activities (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 1.11. Use adaptive or assistive devices, as needed, to complete personal care activities.
Specify: home school community workplace
- 1.12. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 1.13. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 1.14. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 1.15. *Follow lunch procedures. (Social and Personal B 13: IV)*
- 1.16. Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: meals during class after school
Specify routines in community: _____

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Health Care

- 1.17. Identify persons, objects, tasks, and areas associated with common health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care, periodic check-ups
 _____ regular rest and exercise
 _____ maintaining a nutritious diet
 _____ taking steps to maintain a positive mental attitude
 _____ other: _____
- 1.18. Identify when health care activities are needed for wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.19. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying positive eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.20. *Discriminate food items from nonfood items. (Social and Personal A 10: III)*
- 1.21. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 1.22. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 1.23. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 1.24. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 1.25. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 1.26. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.27. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

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Home Care

- 1.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven; locating the cold water faucet on a sink; setting the oven temperature; turning off the burner when cooking is completed; washing fresh meats, fruits, and vegetables before cooking or serving). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ preparing foods and beverages
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ storing food—organizing by type
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 1.29. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 1.30. *Serve self from food containers. (Social and Personal B 14: IV)*
- 1.31. *Follow a simple recipe. (Social and Personal B 15: V)*
- 1.32. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16:V)*
- 1.33. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 1.34. *Plan and prepare a meal. (Social and Personal B 18: VI)*
- 1.35. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ securing the home by locking doors and windows
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance for tasks if needed
_____ other: _____
- 1.36. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 1.37. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 1.38. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

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- 1.39. *Perform laundry tasks. (Social and Personal F 49: V)*
- 1.40. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 1.41. *Accept assistance with and participate in the sequence of tasks and activities of daily home care routines. (IF.A.1.Pa.1)*
Specify routine: _____

Using Leisure Time

- 1.42. *Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of scores, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)*
Specify: _____ indoor team or pairs games—basketball, racquetball, volleyball
_____ outdoor team or pairs games—dodgeball, softball, baseball, horseshoes
_____ exercise programs—aerobics, strength training, jogging
_____ dance, gymnastics
_____ other: _____
- 1.43. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.44. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 1.45. *Use adaptive or assistive devices to perform tasks involved in common leisure and recreation activities (e.g., bowling rail, beepin' ball, special game boards). (IF.A.1.Su.1)*
Specify task: _____
- 1.46. *Accept assistance with and participate in performing various physical tasks involved in common leisure and recreation activities. (IF.A.1.Pa.1)*
Specify task: _____
- 1.47. *Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)*
Specify activity: _____
- 1.48. *Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)*
- 1.49. *Use strategies related to seeking out social contacts with peers and family when participating in informal gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative, listen to announcements on TV or the radio, check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)*

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- 1.50. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.51. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., office appointment, telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.52. Accept assistance with and participate in leisure tasks and activities at home. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
- 1.53. Accept assistance with and participate in a sequence of leisure tasks or activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
Specify setting: _____ home _____ school _____ community

2. Demonstrate knowledge and skills needed for use of expressive communication to the highest level possible within the limitations of physical ability.

- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Using Expressive Communication

- 2.1. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify type: requests refusals other: _____
Specify setting: home school community workplace
- 2.2. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facts opinions emotions
 other: _____
- 2.3. Use appropriate language to express need for assistance in various routine situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 2.4. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, call person's name, press a buzzer.). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 2.5. *Express wants and needs. (Language C 20: II)*
- 2.6. *Express self-identity by telling full name. (Language C 21: III)*
- 2.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.8. *Use language to initiate social greeting. (Language C 23: III)*
- 2.9. *Describe pictures or objects. (Language C 24: III)*
- 2.10. *Combine 3-5 words to verbally express phrases or sentences. (Language C 25: III)*
- 2.11. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 2.12. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 2.13. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.14. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 2.15. *Use language to initiate conversation. (Language C 30: VI)*
- 2.16. *State steps to complete a task. (Language C 31: VI)*

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- 2.17. Respond appropriately to basic questions, directions, and informational statements (e.g., answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.18. Use appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Using Communication Systems

- 2.19. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards; switches; electronic buttons with verbal cues; pictures, or objects, letters to point and spell; words to point and make sentences; telephone; talking card reader.). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: typewriter electronic switch mechanisms
 word processor augmentative communication
 audio recorder signaling system
 other: _____

- 2.20. Use a communication system that matches personal, linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: verbal language augmentative communication
 symbol system other: _____

- 2.21. Request use of own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

- 2.22. Initiate communication using augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

- 2.23. Use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

- 2.24. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: activate a switch, eye gaze, manual board, electronic device
 use a scanning array—linear, row or column, block, circular, quadrant, group
 direct selection—touching

- 2.25. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: objects realistic pictures
 blackline drawings icons (multiple meanings)
 written words

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2.26. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: initiating topics maintaining topics
 turn-taking ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

2.27. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in various situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: home school community workplace

3. Demonstrate interactive skills needed to participate in home, school, and community activities within the limitations of physical ability.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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- 3.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify behavior: _____ consideration _____ assertiveness
_____ response to humor or teasing _____ response to criticism
_____ cooperation
Specify setting: _____ home _____ school _____ community _____ workplace
- 3.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.11. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
Specify routine: _____

Handling Unexpected Events

- 3.13. Identify ways to handle unexpected events and specific emergency situations (e.g., note the current status of events and note the individuals involved, recall previous experiences, ask for assistance). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 3.15. Maintain self-control during unexpected events and potentially harmful situations (e.g., wait until told to leave, keep quiet while being told what to do). (IF.B.2.In.2, IF.B.2.Su.2)
- 3.16. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., do not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

Interpersonal Skills

- 3.17. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, making polite comments, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.18. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.19. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful toward others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.20. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.21. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.22. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keep in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.23. Identify how one's behavior affects others (e.g., a happy person can make others happy, a positive person can motivate others, a depressed person can make others unhappy, a mean person can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, explaining your hobbies and interests, asking a co-worker how you can help). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.25. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.26. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.27. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have sat down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.28. Respond appropriately to situations involving teasing (e.g., ignore, ask the person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.29. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.30. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.31. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.32. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.33. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.34. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hitting others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.35. Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.36. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

4. Establish realistic employment and post-school adult living goals based on assessment of physical limitations.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, maintaining health and wellness, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)

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- 4.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you stay on track, monitors progress, provides motivation; career—provides motivation, helps you to be organized). (IF.B.1.In.1, IF.B.Su.1)
- 4.3. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour or more depending on extent of repairs, need a wrench, screw driver, oil; passing an admissions test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.Su.1)
- 4.4. Identify criteria to determine when a plan is needed (e.g., assess long-term impact of goals, determine options). (IF.B.1.In.1, IF.B.Su.1)
- 4.5. Identify steps in a planning process to set personal and career goals (e.g., personal—assess current situation, identify desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)
- 4.6. Identify resources, sources of information, and sources of assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
Specify: _____ individuals—family, supervisor, teacher, counselor, potential employers
 _____ agencies—government agencies, schools
 _____ other: _____
- 4.7. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 4.8. Identify how a positive view of self affects personal goals (e.g., higher goals are set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)
- 4.9. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—starting an exercise program, consulting a physician; career goal to work in a hospital—train to be a nurse’s aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.Su.1)
- 4.10. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, decreased chance of heart attack). (IF.B.1.In.1, IF.B.Su.1)
- 4.11. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.Su.1)
- 4.12. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.Su.1)

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- 4.13. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)
- 4.14. Accept assistance with and participate in expressing personal preferences and desires related to personal career-related activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

5. Demonstrate knowledge and skills needed to use adaptive equipment, devices, or assistance from others to overcome deficits in skills in fine and gross motor functioning as they relate to daily living.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Using Adaptive or Assistive Devices

- 5.1. Determine appropriate uses of adaptive equipment, devices or techniques to accomplish learning tasks in the school, home, community, or the workplace.
- 5.2. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.
- 5.3. Evaluate effectiveness and efficiency of selected adaptive equipment, devices, and technology for selected tasks.
- 5.4. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: _____
Specify type of equipment or device: _____

Requesting Assistance

- 5.5. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate.
- 5.6. Demonstrate effective behaviors when approaching others for assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.7. Identify personal rights, responsibilities, and appropriate etiquette that relate to obtaining assistance for persons with disabilities. (SE.A.2.In.1, SE.A.2.Su.1)

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- 5.8. Ask for assistance in various situations and emergencies (e.g., seek assistance from teacher during a fire drill). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.9. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others. (SE.A.2.Pa.1)
- Specify persons: family caregivers peers
 authority figures community workers
 other: _____

6. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Understanding the Components of the Individual Educational Plan

- 6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
- Specify: determine school and post-school outcome desires
 identify present levels of performance
 develop annual goals and related short-term objectives or benchmarks
 assign responsibility for objectives
 identify needed services, modifications, and supports
- 6.4. Identify important activity areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
- Specify: employment
 instruction and continuing education
 community participation
 independent living
 agency support
 daily living skills
- 6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

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Participating in the Development of the Individual Educational Plan

- 6.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, type of diploma, extracurricular activities
 _____ post-school—postsecondary training, employment
 _____ post-school—living arrangements, community participation
- 6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assigning responsibilities, determining timelines, setting criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Special Skills Courses
Course Number: 7963040
Course Title: Skills for Students who are Deaf or Hard of Hearing
Previous Course Title: Skills for Hearing Impaired Learners
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.

The content should include, but not be limited to, the following:

- communication
- hearing aids and assistive devices
- community resources and services
- hearing loss
- deaf culture and heritage
- interpreters and notetakers

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range

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of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of a variety of language functions.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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- 1.11. Use a consistent response to stimuli that are a part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)

Specify stimuli: _____

Specify expected response: _____

Expressive Language

- 1.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ home _____ school _____ community _____ workplace

- 1.13. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

- 1.14. Structure communication by sequential events to complete functional tasks (e.g., describe a vacation, ask a friend to relate the activities of the past month, tell a story). (CL.B.2.In.1, CL.B.2.Su.1)

- 1.15. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class). (CL.B.2.In.1, CL.B.2.Su.1)

- 1.16. Structure communications using logical order to express information for functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ easy to difficult _____ specific to general
_____ least important to most important _____ general to specific
_____ most important to least important _____ cause and effect
_____ other: _____

- 1.17. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)

- 1.18. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)

Specify method: _____ touch referent object _____ use assistive or augmentative device
_____ verbalize or sign _____ point to actual object
_____ vocalize or gesture _____ other: _____

- 1.19. Protest nonpreferred activity or object (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)

Specify method: _____ verbalize or sign _____ look away or move away
_____ point to actual object _____ use assistive or augmentative device
_____ vocalize or gesture _____ other: _____

- 1.20. Request help or assistance. (CL.B.2.Pa.1)

Specify method: _____ look at person _____ use assistive or augmentative device
_____ verbalize or sign _____ point to actual object
_____ vocalize or gesture _____ other: _____

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- 1.21. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.Pa.1)
Specify method: _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 1.22. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ use assistive or augmentative device
 _____ verbalize or sign _____ point to actual object
 _____ vocalize or gesture _____ other: _____
- 1.23. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.24. *Express personal beliefs or opinions. (Language C 28: V)*
- 1.25. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.26. *Express wants and needs. (Language C 20: II)*
- 1.27. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 1.28. *Use language to give simple commands. (Language C 18: II)*
- 1.29. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Conversations and Greetings

- 1.30. Use appropriate greetings when meeting other persons in various situations.
(CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 1.31. *Use language to initiate social greeting. (Language C 23: III)*
- 1.32. Respond appropriately to greetings in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 1.33. *Use language to respond to verbal greetings. (Language C 19: II)*
- 1.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
 _____ with other familiar persons _____ with unfamiliar persons
- 1.35. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.36. *Use language to initiate conversation. (Language C 30: VI)*

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- 1.37. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.38. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.39. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.40. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify style and tone: _____
Specify audience and occasion: _____

Written Communication

- 1.41. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the editor; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: what is the intent—objectives, target audience, purpose
 what components are needed—introduction, body, summary
 how should the information be organized
 what formatting should be used—layout, text, use of graphics
 other: _____
- 1.42. Identify characteristics of types of written communications that are appropriate to the audience, subject matter, and purpose (e.g., informal—letters to friends; formal—letters of complaint, technical reports). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: note letter memo or e-mail
 brief description report cards and invitations
 other: _____
- 1.43. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2, CL.B.2.Su.1)
Specify: note letter memo or e-mail
 brief description report cards and invitations
 other: _____

Reading Comprehension

- 1.44. Identify the meanings of written words used in tasks at home, school, and in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.45. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

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- 1.46. *Read number words, zero to ten. (Mathematics B 11: V)*
- 1.47. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ identify the first sentence or topic
 _____ paraphrase information
 _____ identify information that is repeated
 _____ scan chapter headings
 _____ other: _____
- 1.48. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 1.49. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ match to a list of key information—dates, names, locations
 _____ match to questions to be answered
 _____ scan chapter titles and subtitles for specific words or phrases
 _____ scan pictures or graphics for specific information
 _____ other: _____
- 1.50. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 1.51. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ create a first letter mnemonic _____ make a visual association
 _____ determine order of events _____ other: _____
- 1.52. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 1.53. Use skills and strategies to distinguish whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ match information with other sources
 _____ look for words such as *always, never*
 _____ identify words that indicate feelings or emotions
 _____ other: _____
- 1.54. *Distinguish between true and false statements. (Reading E 19: V)*

Temporal Concepts

- 1.55. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ today, tomorrow _____ other: _____
- 1.56. *Tell time to the hour and half hour. (Mathematics G 59: V)*

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- 1.57. *Tell which day of the week comes before and after a given day. (Mathematics G 60: V)*
- 1.58. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*

Organizing Information

- 1.59. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outline other: _____
- 1.60. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: chronological alphabetical
 categorical topic or subject
 hierarchical or outline other: _____
- 1.61. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 1.62. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)
Specify: concept map tree diagram flow chart
 semantic web other: _____

2. Use appropriate means of communication (e.g., speaking, listening, fingerspelling, signing, gestures, cueing, writing).

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
 physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:
 physical assistance full partial assistive technology full partial

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Speaking

- 2.1. Use voice and fluency appropriate for the situation. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ tone of voice _____ pitch
 _____ fluency (rate and rhythm) _____ loudness
 _____ duration _____ other: _____
Specify situation: _____
- 2.2. Use articulation and breathing skills to produce words and sounds as clearly as possible. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.3. Monitor own speech through auditory, visual, and tactile feedback. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.4. Use understandable conversational speech in formal and informal speaking situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify situation: _____
- 2.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ facial expressions _____ sounds
 _____ gestures _____ body language
 _____ hand signals _____ other: _____
- 2.6. Use clarification strategies when communication breaks down (e.g., improve articulation, change grammar or sentence structure, slow down rate of speech, rephrase, use visual or written techniques). (CO.A.1.In.1, CO.A.1.Su.1)

Listening

- 2.7. Identify meaning of sounds and words heard with amplification when communicating with others. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.8. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ relaxed _____ active
 _____ social _____ defensive
 _____ other: _____
- 2.9. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker or interpreter, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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- 2.10. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
_____ paying attention to cues—first, second..., in summary, most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 2.11. Identify and use equipment and strategies to manage your listening environment, as appropriate for individual needs (e.g., hearing aids, FM system, preferential seating). (CO.A.1.In.1, CO.A.1.Su.1)

Fingerspelling and Signing

- 2.12. Identify major differences between American Sign Language and various sign systems (e.g. signing exact English, signed English, and other systems of manually coded English). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.13. Use appropriate directionality, facial expressions, classifiers, use of space and contrast, plurality, intensity, and repetition when using sign language. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.14. Identify sources of sign language programs and videos in the local community (e.g., interpreted news programs and special broadcasts, Deaf Mosaic, Deaf Network, religious programs). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.15. Identify sources of sign language instruction in the community. (IF.A.2.In.1, IF.A.2.Su.1)

Gestures and Cueing

- 2.16. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.17. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.18. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 2.19. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 2.20. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____

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Writing

- 2.21. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ handwriting _____ typewriter _____ word processor
- 2.22. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 2.23. *Reproduce numerals from 0 to 10. (Mathematics B 10: V)*
- 2.24. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ race group _____ other: _____
- 2.25. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*
- 2.26. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signature; tests; checks). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ style—manuscript or cursive _____ letter formation
 _____ spacing _____ size
 _____ orientation _____ other: _____
- 2.27. Produce written communications accurately using a computer, typewriter, or TTY (e.g., rough draft of letter, report, or project; list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ letters _____ reports _____ forms
 _____ charts _____ other: _____
- 2.28. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)
- 2.29. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ spelling dictionary _____ specialized electronic aid
 _____ people _____ spell-check utility in software program
 _____ other: _____
- 2.30. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)*

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2.31. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ comma—words in a series, compound sentence, address, date, greeting and closing
_____ apostrophe—contraction, possession
_____ quotation marks—direct quotation, titles, words used in a special sense
_____ semi-colon—main clauses without conjunctions, items in a series containing other punctuation
_____ other: _____

2.32. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

2.33. Write simple sentences. (Writing D 10: V)

2.34. Accept assistance with and participate in using appropriate means of communication in daily activities and tasks. (CO.1.Pa.1)

Specify: _____

3. Use and maintain hearing aids as prescribed.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Identify characteristics of available amplification equipment or technology alternatives for improving hearing (e.g., hearing aids, cochlear implants).

3.2. Identify costs associated with purchasing and operating hearing aids (e.g., warranty and service plans, availability of financial assistance).

3.3. Identify sources of information on new technology and developments for persons who are deaf and hard of hearing (e.g., organizations, magazines, Internet).

3.4. Use amplification to facilitate interactions with peers and adults to aid in monitoring and adjusting communication skills.

Specify: _____ home _____ school _____ community _____ workplace

3.5. Accept assistance with and participate in activities and tasks that involve managing and coping with own hearing loss.

Specify: _____

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4. Demonstrate understanding of value of assistive devices (e.g., TTY, flashing alarm devices, captioned media) and of consumer information regarding their purchase.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

4.1. Identify the purpose and functions of general assistive devices for individuals who are deaf or hard of hearing.

Specify: ___ caption decoder
 ___ telephone amplifier
 ___ Telecommunication Devices for the Deaf
 ___ alerting systems for doorbells, phone ringing, alarm clock, and smoke alarms
 ___ other: _____

4.2. Use assistive devices in daily living, as appropriate for the situation and individual needs.

Specify setting: ___ home ___ school ___ community ___ workplace
Specify device: _____

4.3. Identify purpose and function of a hearing dog for certain individuals who are deaf or hard of hearing.

4.4. Identify purpose and function of augmentative or assistive communication devices such as voice simulators and electronic communication devices for certain individuals who are deaf or hard of hearing.

4.5. Identify resources for purchase and repair of assistive devices (e.g., stores, specialized electronic companies, hearing aid dealers, Telecommunications for the Deaf, National Captioning Institute).

5. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Understanding the Components of the Individual Educational Plan

- 5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
_____ determine present levels of performance
_____ develop annual goals and related short-term objectives or benchmarks
_____ assign responsibility for objectives
_____ identify needed services, modifications, and supports
- 5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills
- 5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Identify desired long-term outcomes (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation
- 5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.11. Assist in setting annual goals and short-term objectives or benchmarks for the IEP considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

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5.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____

6. Demonstrate knowledge of community resources and services.

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services—with guidance and support.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ disability—Deaf Service Center, speech and hearing clinics
___ employment—state agencies, Vocational Rehabilitation, private agencies
___ medical, wellness—doctors, hospitals, support groups, mental health services
___ civil—voter registration, tax collector, license bureau, Social Security
___ communication—telephone, TTY, computer, mail, e-mail
___ financial—banking, credit cards, investments, insurance, social services
___ recreation, leisure, entertainment—movies, libraries, community centers
___ legal, advocacy—lawyers, advocacy groups, National Association for the Deaf
___ educational—adult education, trade schools, community colleges, universities
___ emergency—police, fire, ambulance, Red Cross
___ other: _____

6.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.3. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: V)*

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- 6.4. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ community service agencies:
 advantages—are usually free or inexpensive
 disadvantages—may have a waiting list, may have limited services
_____ businesses:
 advantages—have customer service focus, competitive rates
 disadvantages—cost more
_____ other resources—friends, neighbors, co-workers:
 advantages—want to help, do not usually charge fees
 disadvantages—may have less knowledge than professionals

- 6.5. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, convenient location, availability). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.6. Use the specific knowledge and skills that are required to obtain and benefit from a service related to specific needs (e.g., knowing what services are provided, knowing eligibility criteria, making an appointment, making a follow-up call or visit, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.7. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Using Banks and Other Financial Institutions

- 6.8. Solve problems involving purchases to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 6.9. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)
- 6.10. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.11. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 6.12. *Identify which costs more or less through \$5, given the cost of two items. (Mathematics E 36: V)*
- 6.13. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 6.14. *Write money values not to exceed \$10. (Mathematics E 38: V)*

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6.15. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

6.16. *Use coin-operated machines. (Social and Personal H 63: V)*

7. Demonstrate understanding of concepts and vocabulary regarding career, political, and personal rights and responsibilities.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

7.1. Identify accommodations and modifications to courses and tests that may be needed by students who are deaf or hard of hearing when enrolled in middle or high school programs. (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Identify ways students can get information about their rights (e.g., teacher, dean, counselor, parents, Internet, advocacy group). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment and admission to colleges and universities (e.g., separate setting, extra time). (CL.C.1.In.2, CL.C.1.Su.2)

7.4. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment or admission to colleges and universities (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (IF.A.1.In.1, IF.A.1.Su.1)

7.5. Identify the purpose and protections of Section 504, Vocational Rehabilitation Act (e.g., protect civil rights; ensure school and workplace accommodations; ensure accessibility to businesses, services, and activities). (CL.C.1.In.2, CL.C.1.Su.2)

7.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

7.7. Identify special services and accommodations commonly available to individuals with disabilities regarding modifications to the employment situation (e.g., use of amplification, availability of an interpreter, special telephone). (CL.C.1.In.2, CL.C.1.Su.2)

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- 7.8. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)
- 7.9. Identify special services and accommodations commonly available to individuals with disabilities when participating in activities in the community or traveling (e.g., closed-caption television broadcasts, special telephone systems). (IF.A.2.In.2, IF.A.2.Su.2)

8. Use alternative modes of communication with persons who are hearing, deaf, or hard of hearing.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 8.1. Select and use alternative communication techniques effectively when not understood by others (e.g., signs, gestures, speech, written language). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ prepare—have paper and pencil ready, know signs
___ check for understanding
___ ask for clarification
___ exhibit flexibility when communication breaks down
___ arrange for interpreter, if needed
___ other: _____

- 8.2. Use appropriate social language skills when using an alternate communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ initiating topics
___ maintaining topics
___ taking turns
___ ending a conversation
___ repairing communication breakdowns
___ showing sensitivity to cultural differences
___ other: _____

- 8.3. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ home ___ school ___ community ___ workplace

- 8.4. Accept assistance with and participate in using alternate modes of communication with persons who are hearing, hard of hearing, or deaf. (CO.A.1.Pa.1)

Specify mode: _____

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9. Demonstrate knowledge of causes of hearing loss and the effects physically, socially, and emotionally to the student.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

9.1. Identify degree and impact of personal hearing loss, including effect on speech and language.

9.2. Identify cause(s) and prognosis of personal hearing loss, if known.

9.3. Identify characteristics of medical treatment and care related to hearing loss.

Specify: _____ audiogram
 _____ roles of audiologist and otologist
 _____ audiological speech assessment
 _____ audiological prescription
 _____ audiological management
 _____ other: _____

9.4. Identify how amplification may help to improve hearing level.

9.5. Identify the advantages and disadvantages of a cochlear implant.

9.6. Identify ways to preserve hearing by using safety precautions (e.g., ear plugs at loud concerts and shooting ranges).

9.7. Identify ways to appropriately handle common reactions and responses by others to individuals who are deaf or hard of hearing (e.g., may speak louder, may not try to communicate at all).

9.8. Identify potential impact of hearing loss on future life roles (e.g., occupation, parenting, child-bearing).

9.9. Identify ways to seek and use support of others in dealing with personal concerns and issues involving living with and managing hearing impairment.

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10. Demonstrate understanding of deaf culture and heritage.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 10.1. Identify historical and current attitudes held by others toward individuals who are deaf or hard of hearing.
- 10.2. Identify examples of individuals who are deaf or hard of hearing who have contributed significantly to the local, state, or national community.
- 10.3. Identify artists and entertainers who are deaf or hard of hearing (e.g., well-known authors, performers, dancers, actors, storytellers).
- 10.4. Identify ways that individuals who are deaf or hard of hearing provide support for each other in the community.
- 10.5. Identify ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.

11. Use interpreters and notetakers effectively.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 11.1. Identify the role and responsibility of an interpreter.
- 11.2. Use strategies and skills to obtain maximum benefit from an interpreter (e.g., sit where you can clearly see the interpreter, ask for clarification of unknown signs).
- 11.3. Identify ways to obtain assistance of certified interpreters and with any costs associated with such services (e.g., using a directory, Deaf Services Center, local speech and hearing centers).
- 11.4. Identify situations when an individual has a legal right to an interpreter.
- 11.5. Identify the role and responsibility of a notetaker.

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11.6. Use strategies and skills to obtain maximum benefit from a notetaker (e.g., review notes daily, ask for clarification if needed, review new vocabulary or abbreviations used in the notes).

12. Demonstrate knowledge and use of study skills (e.g., time management, research, organization, test-taking).

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

Planning and Time Management

12.1. Identify purposes of planning school assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

12.2. Identify components of a plan to complete school assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing the task). (CL.C.2.In.1, CL.C.2.Su.1)

12.3. *State steps to complete a task. (Language C 31: VI)*

12.4. *Follow verbal directions with more than two steps (Language D 14: V)*

12.5. Identify, prioritize, and schedule responsibilities for school assignments (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 12.6. Use strategies to pace effort so that school assignment is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 begin subtasks on time adjust to unforeseen circumstances
 other: _____
- 12.7. Identify alternative approaches when faced with difficulty in completing a school assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques use additional resources or tools
 seek assistance from others read the instructions or references
 other: _____
- 12.8. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 12.9. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: personal school work
- 12.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use a checklist with pictures or descriptions of supplies, tools, and equipment
 set up workstation with needed supplies, tools, and equipment before starting
 other: _____
- 12.11. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 12.12. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.13. Demonstrate self-directed behavior when completing school assignments (e.g., starting tasks when they are assigned, getting needed materials, asking for assistance when needed). (IF.B.2.In.2, IF.B.2.Su.2)
- 12.14. Identify the characteristics and importance of paying attention to details when completing school assignments (e.g., stays focused, meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 12.15. Demonstrate attentive behavior when completing school assignments (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 12.16. Request clarification regarding school assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)

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- 12.17. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ read aloud _____ paraphrase
 _____ make a drawing or diagram _____ other: _____
- 12.18. *Follow written directions with one-step. (Reading C 11: V)*
- 12.19. *Follow written directions with two-steps. (Reading C 13: VI)*
- 12.20. Use self-monitoring strategies to clarify and remember information for school assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)

Research and Organization

- 12.21. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____
- 12.22. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ atlas—road maps, distance charts, state capitals, population
 _____ dictionary—definitions, spelling, syllabication
 _____ encyclopedia—general information by subject
 _____ textbook—information for instructional purposes
 _____ magazine or newspaper—current information by subject
 _____ directory—information lists by subject, agency, product
 _____ other: _____
- 12.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 12.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 12.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ atlas _____ dictionary _____ encyclopedia
 _____ textbook _____ magazine _____ newspaper
 _____ directory _____ other: _____

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- 12.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles
 _____ magazines—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 12.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 12.28. Use visual imagery to clarify and remember information for school assignments (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ make mental pictures _____ create an association
 _____ other: _____
- 12.29. Use mnemonic devices to identify and organize main facts, ideas, or events to increase recall (e.g., use the word spelled by the first letter of each word in a list to help remember the entire list, create a sentence with each word cueing another word or phrase). (CL.B.1.In.3)
Specify: _____ visual—mental pictures, mental movies, stories, associations
 _____ keyword—boxing, associations
 _____ first-letter—acronym, sentence
 _____ series—pegword, location
 _____ rhyming, coding
 _____ other: _____
- 12.30. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 12.31. Organize information alphabetically when completing functional tasks (e.g., filing a receipt for later reference to return an item, listing names in order). (CL.B.1.In.3)
- 12.32. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 12.33. Organize information by categories when completing functional tasks (e.g., identifying main ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)
- 12.34. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)
- 12.35. Identify main ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

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- 12.36. Identify main ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 12.37. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Taking Tests

- 12.38. Follow a systematic procedure to research a topic and write a report. (CL.B.2.In.1, CL.B.2.In.2)
Specify: _____ identify topic or main question
_____ specify questions to be answered or subtopics
_____ conduct a preliminary search for information using appropriate references and resources
_____ take notes and cite sources
_____ review notes and obtain additional information, if needed
_____ other: _____
- 12.39. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1)
Specify: _____ clarify what will be tested—check notes, check with peers or teacher
_____ review and rehearse expected responses
_____ practice with similar questions
_____ perform task with decreasing feedback
_____ other: _____
- 12.40. Use strategies to perform successfully on tests. (CL.B.4.In.2)
Specify: _____ preview the test by reading instructions and skimming questions
_____ ask for clarification, if appropriate
_____ schedule time for each section
_____ create a brief outline of responses to essay questions before answering
_____ skip difficult questions and come back to them
_____ notice particular usage of words and phrases in test items
_____ monitor own time
_____ check answers to avoid careless mistakes
_____ other: _____
- 12.41. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)
Specify: _____ analyze error patterns
_____ note questions answered correctly
_____ review own preparation practices, noting strengths and weaknesses
_____ debrief performance with peer or teacher
_____ make a list of behaviors to change when taking the next test
_____ other: _____

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Solving Mathematical Problems

- 12.42. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy
 explain results
 other: _____

- 12.43. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

- 12.44. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.In.2)

Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

- 12.45. *Identify numerals which correspond to sets of objects 11 to 100.*
(Mathematics B 12: V)

- 12.46. *Count by 2's, 5's, and 10's to 100.* (Mathematics B 13: V)

- 12.47. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50%$, $1/4 = 25%$).*
(Mathematics J 75: VI)

- 12.48. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99.*
(Mathematics C 16: V)

- 12.49. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics C 17: III)

- 12.50. *Subtract a 2-digit number from a 2-digit number without regrouping.*
(Mathematics D 24: V)

- 12.51. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics D 25: V)

- 12.52. *Identify a cup, quart, and gallon as tools to measure capacity.* (Mathematics F 49: V)

- 12.53. *Measure an object to the nearest inch.* (Mathematics F 50: V)

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Using Feedback

- 12.54. Identify characteristics of corrective feedback commonly given for school assignments (e.g., points out mistakes, gives hints for correcting mistakes, identifies what is correct). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.55. Respond effectively to feedback given in various situations regarding school assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.56. Use feedback to make changes on school assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.57. Give effective feedback to others when working together on school assignments (e.g., "You are doing great." "You did very well on your test, keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.58. Evaluate the correctness and accuracy of own work completed for school assignments (e.g., turning in a report or homework assignment with few errors, catching math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ answers to tests _____ class assignments
 _____ other: _____
- 12.59. *Identify appropriate responses to praise and constructive criticism.*
(*Social and Personal G 57: V*)

Problem Solving

- 12.60. Apply a general model for solving problems in completing school assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ identify the problem
 _____ identify alternatives
 _____ choose appropriately from a variety of techniques
 _____ implement solution
 _____ evaluate results
- 12.61. Differentiate between problems with completing school assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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12.62. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)

- Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

12.63. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

12.64. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

12.65. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

12.66. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

12.67. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

12.68. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Identifying Types of Relationships

- 13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.3. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking or signing behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.4. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friend, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.5. Identify interpersonal skills that support a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.6. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.7. Identify how a person wants to be treated by others (e.g., fairly, equally, respectfully, honestly). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.8. Identify the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, encouraging a person to accomplish a positive goal). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

- 13.9. Identify characteristics of communication that promote good relationships with others (e.g., using polite language, saying what you mean, using conceptually accurate signs). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.10. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands; use polite words such as "Thank you." "You're welcome." "Please." "Excuse me." "May I." "I'm sorry." "Nice to meet you"). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.11. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.12. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.13. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.14. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.15. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting on their appearance or physique, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.16. Identify communications and behaviors that compliment others (e.g., saying "Good job," "Well done"; honoring others with rewards, commending others, praising others; applauding others; approving of others' efforts). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.17. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.18. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Using Appropriate Behavior

- 13.19. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 13.20. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.21. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 13.23. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 13.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying "hello," introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.25. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.26. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.27. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.28. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 13.29. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

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Physical Contact

- 13.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.33. Identify sources of assistance if a person experiences inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.34. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug; displays of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 13.35. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.36. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.37. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: home school community/workplace
- 13.38. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: home school community/workplace

Conflict Resolution

- 13.39. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace

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- 13.40. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(Social and Personal G 60: VI)
- 13.41. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.42. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.43. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a positive resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Personal Care

- 13.44. Use knowledge and skills to care for personal living needs (e.g., selecting place to live, preparing food, caring for clothing, keeping household clean). (IF.A.1.In.2, IF.A.1.Su.2)
- 13.45. *Distinguish between appropriate dress for school, work, and leisure activities.*
(Social and Personal A 7: V)
- 13.46. *Follow a simple recipe.* (Social and Personal B 15: V)
- 13.47. *Select and operate kitchen appliances for food preparation.* (Social and Personal B 16: V)
- 13.48. *Identify proper storage areas for food.* (Social and Personal B 17: V)
- 13.49. *Perform laundry tasks.* (Social and Personal F 49: V)
- 13.50. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding).* (Social and Personal F 50: V)
- 13.51. Use specific knowledge and skills when completing personal health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community/workplace
- 13.52. *Identify appropriate storage and use of medications.* (Social and Personal E 41: V)
- 13.53. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

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13.54. Use specific knowledge and skills related to prevention of drug use and substance abuse when completing health care activities (e.g., taking only specified amount of prescription and non-prescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home school community/workplace

13.55. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

Leisure

13.56. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

13.57. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

Following Safety Procedures

13.58. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

13.59. *Identify procedures for seeking assistance in unfamiliar or emergency situations (Social and Personal D 35: V)*

13.60. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

13.61. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|---|
| Subject Area: | Special Skills Courses |
| Course Number: | 7963050 |
| Course Title: | Skills for Students who are Visually Impaired |
| Previous Course Title: | Skills for Visually Impaired Learners |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximum use of sensory input
- access to print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility Skills, Course Number: 7963060.

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Students with visual impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. Use strategies and modifications for completion of education requirements for a standard or special diploma.

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

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Classroom Instruction and Assignments

- 1.1. Participate in classroom instructional activities with one or more accommodations in presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ record sessions on a tape recorder
_____ use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech
_____ use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier
_____ use calculating device—portable notetakers, calculator, and/or abacus
_____ use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps
_____ use concrete objects and graphics
_____ use materials embossed in Nemeth Code for mathematics
_____ use slate and stylus or braillewriter
_____ use refreshable braille device
_____ use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, or other student in class
_____ use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass
_____ other: _____
- 1.2. Complete classroom assignments with one or more accommodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ dictating responses on a tape recorder
_____ recording responses using an adapted typewriter or word processor
_____ recording responses using a typewriter or word processor
_____ dictating responses to a person
_____ creating alternate products or performances specified by instruction
_____ other: _____
- 1.3. Participate in classroom instructional activities with one or more accommodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ separate setting—in a small group
_____ separate setting—individually
_____ use of individual behavior management procedures
_____ other: _____
- 1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: _____ activities and assignments given in short time segments
_____ extended time for assignment completion, if appropriate
_____ extended time for course completion, if appropriate
_____ other: _____
- 1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)

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Assessments and Tests

- 1.6. Take exams with one or more accommodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: recording answers on a tape recorder
 recording answers using a typewriter or word processor
 recording answers using an adapted typewriter or word processor
 dictating answers to a proctor
 other: _____
- 1.7. Take exams with one or more accommodations in presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: large print
 braille
 questions and/or instructions read to student
 other: _____
- 1.8. Take exams with one or more accommodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: separate setting—in a small group
 separate setting—individually
 other: _____
- 1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify: sections of test given in short time segments
 extended time, if appropriate
 other: _____

Program and Course Requirements

- 1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

Note: Credit earned in basic courses for grades 9-12 that have modified requirements or outcomes will not meet graduation requirements for a standard diploma.

- Specify: use partial course requirements
 use modified requirements in ESE courses
 use modified requirements that are below grade level
 other: _____

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2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Understanding Personal Visual Loss

- 2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.
- 2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.
- 2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.
- 2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.
- 2.5. Differentiate among vision specialists, including optometrists, opticians, and ophthalmologists.
- 2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).
- 2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

- 2.8. Identify situations and conditions in the environment that reduce own functional vision.
- 2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.
- 2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.
- 2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.

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2.12. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)

Specify response:

- | | |
|--|---|
| _____ <input type="checkbox"/> turn head | _____ <input type="checkbox"/> move toward stimuli |
| _____ <input type="checkbox"/> move eyes | _____ <input type="checkbox"/> change facial expression |
| _____ <input type="checkbox"/> change vocalization | _____ <input type="checkbox"/> other: _____ |

Specify type of stimuli:

- | | | |
|--------------------------------------|---|--|
| _____ <input type="checkbox"/> voice | _____ <input type="checkbox"/> touch | _____ <input type="checkbox"/> object or picture |
| _____ <input type="checkbox"/> smell | _____ <input type="checkbox"/> taste | _____ <input type="checkbox"/> sound |
| _____ <input type="checkbox"/> light | _____ <input type="checkbox"/> other: _____ | |

Using Low Vision and Blindness Materials and Techniques

2.13. Use a telescopic lens for distance viewing of chalkboards, street signs, and numbers on buses.

2.14. Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.

2.15. Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).

2.16. Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).

2.17. Use adaptive pouring and measuring techniques.

2.18. Solve problems using mental mathematics.

2.19. Take notes and write problems in classes in a read-back medium.

2.20. Use calculating devices skillfully to solve mathematical problems (e.g., portable notetakers, calculators).

2.21. Use the abacus skillfully to perform basic computation.

2.22. Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.

2.23. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

2.24. Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.

2.25. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)

Specify activity: _____

Specify type of equipment or device: _____

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3. Access print information through a personal communication system or appropriate technological devices.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 3.1. Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ large print ___ braille ___ recorded material
- 3.2. Demonstrate efficiency in all braille skills. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.3. Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.Su.2)
- 3.4. Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.5. Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)
- 3.6. Combine use of tactile and low vision aids, if appropriate. (CL.B.1.In.2, CL.B.1.Su.2, CL.B.1.In.2, CL.B.1.Su.2)
- 3.7. Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.8. Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.9. Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tools. (CL.B.1.Su.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)

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- 3.10. Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.11. Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)
- 3.12. Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to access information. (CL.B.1.Pa.1)

4. Use appropriate skills when communicating with others.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.Su.1)
Specify: braillewriter refreshable braille device computer
 slate and stylus typewriter/word processor
 other: _____
- 4.2. Demonstrate proficiency in using keyboarding skills, if print or tactile reader (e.g., 35-45 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 30-45 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.6. Transfer braille or handwritten notes to print copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)

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- 4.7. Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.8. Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.9. Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.10. Demonstrate knowledge and skills needed for dictating communication using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.11. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
 physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:
 physical assistance full partial assistive technology full partial

-
- 5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)
 - 5.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
 - 5.3. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)

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- 5.4. Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.5. Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 5.6. Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 5.7. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.8. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines. (IF.A.1.Pa.2)
Specify routine: services for visually impaired health care
 other: _____

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

-
- 6.1. Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)
 - 6.2. Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)

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- 6.3. Use various sources to gain information about community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.4. Identify advantages and disadvantages of particular types of community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.5. Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.6. Identify ways of contacting community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.7. Contact community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)
- 6.8. Demonstrate the specific knowledge and skills required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)
- 6.9. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)
Specify routine: services for visually impaired books and tapes
 other: _____

7. **Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care, sexuality, health, first aid and safety, home care, community living, use of leisure time, and use of practical skills, including telephone usage, time management, and money skills.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Note: Teachers of this course may wish to seek assistance from district or school health educators when instructing students on this requirement.

Personal Care

- 7.1. Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting clothing for weather, occasion, or activity
 ___ caring for clothing
 ___ grooming and hygiene
 ___ using personal services
 ___ other: _____

- 7.2. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

- 7.3. *Identify the appropriate uses of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

- 7.4. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*

- 7.5. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines. (IF.A.1.Pa.2)

Specify routine: ___ home ___ school ___ community/workplace

Sexuality

- 7.6. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ knowledge of the physical and emotional changes in adolescent development
 ___ knowledge of the development of the reproductive system—males and females
 ___ knowledge of the process of fertilization and stages of pregnancy
 ___ other: _____

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- 7.7. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ knowledge of birth control practices—abstinence and use of contraceptives
_____ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
_____ knowledge of prenatal care
_____ knowledge of risks to the unborn from disease, tobacco, alcohol, and other drugs
_____ knowledge of assistance available through community agencies
_____ other: _____
- 7.8. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 7.9. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, include appropriate language, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 7.11. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 7.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.13. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

- 7.14. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying good nutritional habits and planning meals or snacks according to the Food Guide Pyramid, planning an exercise program, identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ getting routine medical care—annual checkup, routine daily activities
_____ exercising regularly
_____ maintaining a nutritious diet
_____ identifying and managing common diseases
_____ other: _____
- 7.15. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 7.16. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness plan that includes nutrition, exercise, stress management, and social activities; participate in wellness activities with a friend;

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keep nonprescription drugs stored together; check expiration dates on drugs; ask doctor and dentist to send out reminders for periodic physicals or checkups; keep a list of nutritious meals; pre-measure servings; identify symptoms; put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

- 7.17. *Recognize those illnesses that require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 7.18. *Identify appropriate storage and uses of medications. (Social and Personal E 41: V)*
- 7.19. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: stopping bleeding and applying bandages
 taking care of burns, poisons, and wounds
 getting help when needed
 other: _____
- 7.20. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 7.21. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)
Specify: home school community/workplace

Identifying Unsafe Factors or Situations

- 7.22. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder such as a stranger at the door or window, attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.23. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.24. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.25. Identify unsafe factors or situations in the workplace that are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.26. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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Following Safety Procedures

- 7.27. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.28. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 7.29. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.31. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

- 7.32. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)
- 7.33. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 7.34. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

- 7.35. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.36. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

- 7.37. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

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- 7.38. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 7.39. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Home Care

- 7.40. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—using the Food Guide Pyramid
_____ preparing foods and beverages safely
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ storing food—organizing by type
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____

- 7.41. *Follow a simple recipe. (Social and Personal B 15: V)*
- 7.42. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 7.43. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 7.44. *Plan and prepare a meal (Social and Personal B 18: VI)*
- 7.45. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
- Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ securing the home by locking doors and windows
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance if needed for tasks
_____ other: _____
- 7.46. *Perform laundry tasks. (Social and Personal F 49: V)*

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- 7.47. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding. (Social and Personal F 50: V)*
- 7.48. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 7.49. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____

Using Leisure Time

- 7.50. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor team or pairs games _____ attending performances
 _____ outdoor team or pairs games _____ hobbies
 _____ exercise programs _____ outdoor activities
 _____ dance, gymnastics _____ pets and gardening
 _____ other: _____
- 7.51. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 7.52. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
- 7.53. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____
- 7.54. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: _____
- 7.55. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 7.56. Use strategies to make social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a birthday calendar). (IF.A.1.In.1, IF.A.1.Su.1)

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- 7.57. Identify community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.58. Identify ways of contacting community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.59. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
- 7.60. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
Specify setting: _____ school _____ community

Using the Telephone

- 7.61. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ function and use of telephone parts
 _____ function of various signals and tones
 _____ correct way to dial local numbers
 _____ how to get assistance with telephone services
 _____ using emergency numbers such as 0 or 911
 _____ using basic information numbers such as 411 and weather
 _____ using pay telephones
 _____ other: _____
- 7.62. *Identify and use emergency number (0, 911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 7.63. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Managing Time

- 7.64. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ workplace
- 7.65. *State steps to complete a task. (Language C 31: VI)*

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7.66. Use strategies to pace work so that assignment or other task is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 begin subtasks on time adjust to unforeseen circumstances
 other: _____

7.67. Identify alternative approaches when faced with difficulty in completing an assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____

7.68. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates; record information as needed; record daily to-do lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: personal school workplace

7.69. Use strategies to assist with organizing materials and supplies to complete assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Money Skills

7.70. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., folding bills for identification and retrieval, organizing money in a wallet, instructing a sighted writer for check writing, reviewing and paying monthly bills and statements, paying bills by the due date, storing information regarding personal finances, using direct deposit for payroll and/or benefits). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: preparing a budget
 managing and protecting personal cash
 using comparative shopping to make wise purchases
 other: _____

7.71. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

7.72. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: V)*

7.73. *Complete check and deposit slip and record in check register. (Mathematics E 44: V)*

7.74. *Complete forms associated with a savings account. (Mathematics E 45: V)*

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8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living interaction.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Interacting With Others

8.1. Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: articulate precise questions use appropriate body language
 seek feedback listen to act on what is told
 other: _____

- Specify setting: home school community workplace

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- 8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)
- 8.4. Identify characteristics of own disability when asked by peers, adults, and others.
- 8.5. Demonstrate awareness of perceptions and misperceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)
- 8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ olfactory cues _____ auditory cues _____ other: _____
- 8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of boss to ask for a deserved raise, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.8. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks
- 8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—using refusal skills, setting challenging yet attainable goals; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.10. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)
- 8.11. Demonstrate positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks

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- 8.12. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person’s belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)
- 8.13. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations in various situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks
- 8.14. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

- 8.15. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.16. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.17. *Cooperate with peers. (Social and Personal G 51: III)*
- 8.18. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.19. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 8.21. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.22. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

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- 8.23. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.24. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ discuss the problem
_____ individually list possible cause
_____ record individual group member's suggestions and clarifications
_____ identify most probable cause
_____ implement corrective action or solution
_____ report results
_____ move on to the next probable cause if action is ineffective
_____ other: _____
- 8.25. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

- 8.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 8.27. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.28. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.29. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, complimenting others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.30. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.31. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others sad, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.32. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.33. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

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- 8.34. *Identify personal feelings. (Social and Personal G 54: IV)*
- 8.35. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.36. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.37. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 8.38. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify persons: family caregivers peers
 other: _____
- 8.39. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)
Specify setting: home school community/workplace
- 8.40. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer loudly when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)
Specify setting: home school community/workplace

9. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Understanding the Components of the Individual Educational Plan

- 9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

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- 9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ participate in pre-meeting activities
_____ determine school and post-school outcome desires
_____ determine present levels of performance
_____ develop annual goals and related short-term objectives or benchmarks
_____ assign responsibility for objectives
_____ identify needed services, modifications, and supports
- 9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills
_____ course of study
- 9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, type of diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation
- 9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)

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10. Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

- 10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. Identify resources and sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: individuals—family members, supervisors, teachers,
 agencies—community agencies, religious organizations, schools
 other: _____
- 10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.4. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 10.5. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.6. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: short-term goals
 long-term goals
 other: _____
- 10.7. Make a plan to implement personal goals (e.g., identify steps, record the steps in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

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- 10.8. Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at given time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.9. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.10. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 10.11. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)
- 11. Articulate a realistic vocational/career goal or vocational educational plan.**
- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Understanding Career Opportunities

- 11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 11.2. Identify general characteristics of different career clusters (e.g., health care or medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

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- 11.3. Identify specific jobs associated with various career clusters (e.g., health care or medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.4. Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.5. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.6. Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)
- 11.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.8. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, may be temporary; salary—benefits, sick and vacation days, predictable pay check). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.9. Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights, tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual's rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

- 11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employer, set up interviews, prepare for interviews, follow-up with thank you). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.12. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 11.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.14. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies, welfare department). (CL.C.1.In.3, CL.C.1.Su.3)

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- 11.15. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)
- 11.16. *Identify resources for finding employment. (Social and Personal C 30: VI)*

Using a Career Planning Process

- 11.17. Identify the benefits of using a planning process to set career goals (e.g., helps to gather information, helps you to get organized, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.18. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.19. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: individuals—family members, supervisors, teachers, counselors
 agencies—government agencies, religious organizations, schools
 other: _____
- 11.20. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.21. Complete a personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: self-concept and values clarification
 personality characteristics and personal style
 motivational patterns and personal preferences
 occupational interests
 personal and educational background
 work history and experience
 key accomplishments and successes
 satisfying and dissatisfying experiences
 other: _____
- 11.22. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, special talents, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.23. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.24. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7963050 - Skills for Students who are Visually Impaired

- 11.25. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.26. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.27. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.28. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.29. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 11.30. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)
- 11.31. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Special Skills Courses
Course Number: 7963060
Course Title: Orientation and Mobility Skills

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Skills for Students who are Visually Impaired, Course Number: 7963050.

Course Number: 7963060 - Orientation and Mobility Skills

Students with visual impairments who are likely to pursue a standard high school diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Course Number: 7963060 - Orientation and Mobility Skills

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Concepts

- 1.1. Identify information related to concepts of space.

Specify: ___ body concepts—parts of body, location, movement, relationships, and functions
___ spatial concepts of shapes
___ measurement concepts—distances, time, rate
___ positional and relational concepts—compass, position in space

- 1.2. Identify information related to environmental concepts.

Specify: ___ topography
___ temperature
___ differences among fixed and moveable objects
___ acoustics and sound reflection

Course Number: 7963060 - Orientation and Mobility Skills

Perceptual and Cognitive Processes

- 1.3. Use compass directions in everyday travel.
Specify: _____ read a compass
 _____ identify direction of destination
- 1.4. Use knowledge of spatial concepts on a map.
Specify: _____ read and interpret a tactile or visual map
 _____ identify locations of origin and destination
 _____ trace intended route
- 1.5. Use sensory information to apply information related to concepts of space and the environment when traveling.
Specify: _____ estimate distances both in a room and out of doors using feet and yards
 _____ connect travel time to rate of travel
 _____ use spatial updating to establish self-to-object relationships
 _____ use knowledge of spatial layout (object-to-object relationship)
 _____ use knowledge of perimeter and gridline search patterns
 _____ use reference systems
- 1.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., using landmarks and clues, numbering systems, compass directions, measurement concepts).

Planning for Travel

- 1.7. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.8. Plan time needed for travel to a new location. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.9. Plan route for travel. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.10. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.11. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.12. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

Course Number: 7963060 - Orientation and Mobility Skills

- 1.13. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ curbs, steps, ramps
 _____ turnstiles, sliding doors, revolving doors
 _____ street intersections
 _____ other: _____
- 1.14. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.17. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.18. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 2. Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation).**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Moving about within an Enclosed Space or Room

- 2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom, computer station). (IF.A.2.In.2, IF.A.2.Su.2)
- 2.2. Identify and find specific locations in the home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

Course Number: 7963060 - Orientation and Mobility Skills

- 2.4. Accept assistance with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)

Specify routine: within a room between rooms using stairs
 other: _____

Specify setting: home school

Moving about in Buildings and Schools

- 2.5. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

- 2.6. Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____

Specify setting: school community workplace

Traveling within the Community

- 2.7. Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

- 2.8. Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: walking bicycle bus
 taxi car other: _____

- 2.9. Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)

Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____

Specify setting: home school community workplace

Using Adaptive Aids and Equipment

- 2.10. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: diagonal and diagonal trailing
 ascending or descending stairs
 touch, touch and slide, touch and drag
 constant contact, three point touch
 other: _____

- 2.11. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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2.12. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ sighted guide
_____ protective (hand and forearm) skills
_____ advanced techniques, such as cane or electronic aids
_____ other: _____

Using Public Transportation

2.13. Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.14. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ cost _____ accessibility for individuals with disabilities
_____ routes _____ hours of operation
_____ other: _____

2.15. Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16. Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17. Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18. Identify safety procedures associated with forms of public transportation (e.g., use of seatbelts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route for mode of transportation, locate destination on map, determine if route goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

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3. Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Planning Travel

- 3.1. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.2. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.3. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.4. Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

- 3.5. Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your mode of transportation isn't available). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.6. Plan and adapt route of travel in an unfamiliar environment. (IF.A.2.In.2, IF.A.2.Su.2)
- 3.7. Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)

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- 3.8. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.9. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 3.10. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 3.11. Accept assistance with and participate in activities and tasks associated with traveling in unfamiliar environments. (IF.A.2.Pa.2)

Handling Emergencies

- 3.12. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.13. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, if you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.14. *Recognize dangerous situations in the environment.* (Social and Personal D 33: III)
- 3.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(Social and Personal D 35: V)
- 3.16. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4. Interact with others when traveling and use their assistance appropriately.

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.2. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.3. Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.4. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.5. Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.6. Use the telephone to call for assistance using the information operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.7. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.8. Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.9. Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.10. Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 4.11. Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)
- 4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.13. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa-1)
Specify persons: ___ family ___ caregivers
 ___ peers ___ authority figures
 ___ community workers ___ other: _____

Course Number: 7963060 - Orientation and Mobility Skills

5. Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ up, down ___ men, women
 ___ handicapped entrance ___ other: _____
- 5.2. *Recognize information communicated by common symbols and signs.*
(Reading A I: III)
- 5.3. *Identify and demonstrate understanding of community symbols and signs.*
(Reading B 6: IV, V)
- 5.4. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)
- 5.5. Identify appropriate sources of information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ type of information—destinations, schedules, reservations, cost
 ___ source of information—travel agent, private or commercial carriers
- 5.6. Use information obtained from persons and other resources to travel from destination to destination. (CL.B.1.In.2, CL.B.1.Su.2)
- 5.7. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)

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6. Apply motor skills of balance, coordination, and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Use basic locomotor movements when traveling.

Specify: ___ walking ___ running ___ other: _____

6.2. Use skills of balance when using locomotor movements.

6.3. Use control of a variety of body parts when traveling.

Specify: ___ forward travel ___ backward travel
 ___ change of direction ___ change of speed
 ___ other: _____

6.4. Use correct posture and gait when traveling.

6.5. Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963070
Course Title: Social and Personal Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of

Course Number: 7963070 - Social and Personal Skills

abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transitional Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use behaviors that promote appropriate student interaction within physical surroundings.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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Compliance with Laws, Rules, and Regulations

- 1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, staying off other people's property; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol when underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.3. Identify factors that keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, unaware of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 1.7. Accept assistance with and participate in using behaviors that are responsible and that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 1.8. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

Identifying Potentially Dangerous Situations

- 1.9. Identify situations in the home which are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.10. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised playing on the playground). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.11. Identify situations in the community which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.12. Identify situations in the workplace which are potentially dangerous (e.g., exposure to dangerous chemicals, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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- 1.13. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.14. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 1.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ home _____ school _____ community/workplace

Getting Assistance and Following Safety Procedures

- 1.16. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.17. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 1.18. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.19. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 1.20. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 1.21. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 1.22. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 1.23. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 1.24. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ home _____ school _____ community/workplace

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2. Use behaviors that promote appropriate relationships with peers and adults.

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Identifying Types of Relationships

- 2.1. Differentiate among types of relationships typical for own age (e.g., friends, dates, acquaintances, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.2. Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure-time activities). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.3. Identify the differences between social relationships and work relationships. (SE.A.2.In.1, SE.A.2.Su.1)
- 2.4. Identify the impact of different environments and situations on relationships (e.g., relationship to people in authority, family needs, neighborhood responsibility). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.5. Identify the differences between being dependent and independent in a relationship. (SE.A.2.In.1, SE.A.2.Su.1)
- 2.6. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.7. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.8. Identify personal characteristics that make one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.9. Identify interpersonal skills that will help to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others, offer assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.10. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others frightened). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.11. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn't concern them, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.12. Identify possible reasons why some relationships are beneficial and others are harmful (e.g., know expectations of the relationship, know strengths and limitations of the relationship). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.13. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.14. Identify how a person wants to be treated by others (e.g., fairly, equally, kindly, respectfully, honestly, genuinely, frankly). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.15. Identify the effects of negative peer pressure on interpersonal relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of, may break a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.16. Identify effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

- 2.17. Identify characteristics of communication which promote good relationships with others (e.g., saying what you mean, using polite language). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.18. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 2.19. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands, use polite words such as “Thank you.” “You’re welcome.” “Please.” “Excuse me.” “May I?” “I’m sorry.” “Nice to meet you.”). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.20. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.21. Use communication skills which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.23. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.24. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.25. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using ‘I’ messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.26. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.27. Identify communications and behaviors that compliment others (e.g., saying “Good job”, “Well done”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.28. Use behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

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Using Appropriate Behavior

- 2.30. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.31. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.32. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.33. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.34. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.35. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.36. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.37. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.38. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.39. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.40. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 2.41. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.42. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: home school community/workplace

Physical Contact

- 2.43. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting on back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.44. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.45. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.46. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.47. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.48. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.49. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer or family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.50. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: home school community/workplace

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- 2.51. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Sexual Relationships

- 2.52. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have a sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.53. *Identify body parts and gender. (Social and Personal E 39: III)*
- 2.54. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 2.55. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.56. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role mode, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.57. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.58. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.59. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Conflict Resolution

- 2.60. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.61. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.62. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 2.63. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.64. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.65. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Dealing with Excessive and Abusive Behaviors

- 2.66. Identify techniques to use when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.67. Identify behaviors that are generally considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; hitting or beating; use of foul language). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.68. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.69. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.70. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)
- 2.71. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

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2.72. Identify potential impact of excessive and abusive behaviors on an individual, for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ emotional _____ physical _____ social _____ financial

2.73. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behaviors). (IF.B.2.In.3, IF.B.2.Su.3)

3. Use behaviors that contribute to the overall effort of groups.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

Cooperative Group Skills

3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments, hostility between members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4. Identify the interdependency of members of the group (e.g., assuming needed roles and responsibilities, being willing to compensate for limitations of members, contributing to the best of ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)

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- 3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behaviors). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.9. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ discuss the problem
 _____ individually list possible causes
 _____ record individual group member's suggestions and clarifications
 _____ determine most likely cause
 _____ implement corrective action or solution
 _____ report results
 _____ move on to the next most probable cause if initial action is ineffective
 _____ other: _____
- 3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 3.14. Identify strategies individuals can use to respect the privacy or confidentiality of other group members (e.g., being cautious about what is said about private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, working on a task force or committee). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.18. *Cooperate with peers. (Social and Personal G 51: III)*

Leadership Skills

- 3.19. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 3.20. Identify the effects that different kinds of leaders have on a group's productivity and accomplishments. (SE.A.1.In.2)
Specify: _____ supportive leaders—more participation by group members
_____ controlling leaders—group members may operate in fear
_____ negligent leaders—group members may not stay on task
_____ other: _____
- 3.21. Identify individual styles when working in groups (e.g., enthusiastic, meticulous, quiet, expressive, productive). (SE.A.1.In.2)
- 3.22. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 3.23. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)
- 3.24. Identify situations when one must assume a leadership role (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

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Organizations

- 3.25. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.26. Identify common characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.27. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 3.28. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school agencies
 businesses institutions
 service organizations workplace
 clubs and social organizations other: _____
- 3.29. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not being on time, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.30. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from work, not causing physical harm to others, meeting deadlines, complying with dress codes, not using alcohol and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: home school community workplace
- 3.31. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.32. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify setting: home school community/workplace

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4. Use behaviors that enhance self-control, self-reliance, and self-esteem.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: selecting and caring for personal goods
 selecting and caring for clothing
 caring for personal living space
 preparing and storing food for self or others
 cleaning and maintaining exterior areas of the house or apartment
 managing money and budgeting
 other: _____

4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)

Specify: _____

4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: selecting and caring for personal property
 caring for personal work space
 carrying out activities of volunteer service
 respecting property and rights of others
 accessing or using services of community agencies
 obtaining goods and services from community businesses
 other: _____

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- 4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____
- 4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning leisure activities
_____ playing indoor games
_____ attending concerts, movies, or other performances
_____ playing active individual or team sports
_____ working with hobbies and crafts
_____ participating in outdoor activities
_____ other: _____
- 4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
Specify: _____
- 4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ caring for personal hygiene and grooming
_____ maintaining adequate nutrition
_____ engaging in regular exercise or fitness routines
_____ planning and following routines to promote wellness
_____ caring for own illnesses
_____ maintaining own mental health
_____ refusing tobacco, alcohol, or other unnecessary drugs
_____ other: _____
- 4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)
Specify: _____

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Functioning Independently

- 4.9. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
- Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned
- _____ self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality
- _____ self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group’s interests
- _____ self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions
- _____ self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself
- _____ other: _____
- 4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
- Specify: _____ self-initiation—waits until the last minute to start, avoids starting at all
- _____ self-management—waits for others to check progress
- _____ self-control—gets upset when unexpected events occur
- _____ self-advocacy—lets others take all needed supplies
- _____ self-esteem—won’t try new tasks, makes negative comments about self
- _____ other: _____
- 4.11. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)
- 4.12. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 4.13. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 4.14. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

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4.15. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.16. Use behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: self-initiation self-management
 self-control self-advocacy
 self-esteem other: _____

Specify setting: home school community workplace

4.17. *Stay on task until its completion. (Social and Personal C 20: III)*

4.18. *Seek help and accept assistance. (Social and Personal C 21: III)*

4.19. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

4.20. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify behavior: self-initiation self-management
 self-control self-advocacy
 self-esteem other: _____

Specify setting: home school community workplace

4.21. Accept assistance with and participate in exhibiting patterns of conduct that enable one to function independently in a variety of situations. (IF.B.2.Pa.1)

Specify setting: home school community/workplace

5. Use appropriate behaviors and skills when accessing and using community resources.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Identifying Community Resources

- 5.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ employment—state employment services, Vocational Rehabilitation, private employment
___ housing, home maintenance—real estate agents, rental agencies, pest control
___ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
___ civil—voter registration, tax collector, license bureau
___ utilities—water, electric, telephone
___ communication—telephone, mail, e-mail
___ transportation—bus, taxi, bicycle
___ personal service—barber, dry cleaner, laundromat
___ retail—department stores, clothing stores, shoe stores
___ food service—restaurants
___ financial—banking, credit cards, investments, insurance, social services
___ recreation, leisure, entertainment—movies, libraries, community centers
___ legal, advocacy—lawyers, advocacy and protection groups
___ educational—adult education, trade schools
___ emergency—police, fire, ambulance, Red Cross
___ religious
___ other: _____

- 5.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 5.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.5. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____

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- 5.6. Use the knowledge and skills to obtain and benefit from a particular service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills in talking with others). (IF.A.2.In.1, IF.A.2.Su.1)
Specify community service(s): _____
- 5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: hair care laundromat dry cleaner
 other: _____
- 5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: library parks and recreation public safety
 transportation other: _____
- 5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: department stores convenience stores drug stores
 grocery stores hardware store specialty stores
 flea markets second-hand stores garage sales
 other: _____
- 5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: restaurants cafeterias
 fast food chains refreshment stands
 vending machines other: _____
- 5.11. *Use coin-operated machines. (Social and Personal H 63: V)*
- 5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: movies arenas
 skating rinks video arcades
 museums—science, art, historical
 other: _____
- 5.13. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: banks credit unions savings and loan

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- 5.14. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time, making an appointment, filling out a medical history, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: clinics hospitals
 doctors' offices health departments
 mental health and guidance clinics
 other: _____

- 5.15. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify community service(s): _____

Traveling

- 5.16. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.19. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 5.20. Identify potential dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.21. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 5.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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6. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Understanding the Components of the Individual Educational Plan

- 6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ determine school and post-school outcome desires
 ___ assess present levels of performance
 ___ develop annual goals and related short-term objectives or benchmarks
 ___ assign responsibility for objectives
 ___ identify needed services, modifications, and supports
- 6.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ employment
 ___ instruction and continuing education
 ___ community participation
 ___ independent living
 ___ agency support
 ___ daily living skills
 ___ course of study and diploma options
- 6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 6.6. Identify sources of information about personal interests, preferences, strengths, and needs for determining post-school outcomes (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ in-school—course of study, diploma, extracurricular activities
 ___ post-school—postsecondary training, employment
 ___ post-school—living arrangements, community participation

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- 6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.10. Assist in identifying the risks and benefits for self of each option considered in the individualized educational plan. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present levels of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.13. Assist in allocating, prioritizing, and scheduling own time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Use a systematic approach to making decisions about personal goals and activities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

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Decision Making

- 7.1. Identify the relationship between one's choices and the consequences that result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.3. Use age-appropriate decision-making skills in various situations. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: recognizing there is a problem to be resolved or decision to be made
 generating choices
 considering choices
 evaluating the effectiveness of the decision and its possible consequences
 making a decision
 other: _____
Specify situation: _____
- 7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

- 7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: identify goal or outcome
 identify needed resources
 determine major tasks
 schedule tasks
 other: _____
- 7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: individuals—family members, supervisors, teachers
 agencies—government agencies, religious organizations, schools
 other: _____

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Using Self-appraisal for Personal Goals

- 7.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.13. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 7.14. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

- 7.15. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.16. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.17. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.18. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

- 7.19. Set realistic personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 7.20. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.21. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 7.22. Set realistic personal goals related to personal living arrangements (e.g., safe neighborhood, locks on windows and doors, feasible price, accessible for persons with disabilities). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.23. Set realistic school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.24. Set realistic personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.25. Set realistic personal goals related to participation in community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.26. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Making Plans to Implement Personal Goals

- 7.27. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.28. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools, need oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.29. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

- 7.30. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.31. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.32. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

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Monitoring Progress and Making Adjustments to Personal Plans

- 7.33. Periodically monitor own progress when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.34. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.35. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.36. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: home school community/workplace

8. Use systematic approaches to solve problems encountered in school, home, and community.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.2 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Identifying School Problems

- 8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, getting suspended, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Work Problems

- 8.5. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with boss or co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.6. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.7. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreeing with co-workers, being tardy frequently, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.8. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Personal Problems

- 8.9. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Identify possible reasons for existing problems in personal life (e.g., poor nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.11. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, and other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.12. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling isolated, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.13. Accept assistance with and participate in identifying a problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

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- 8.14. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 8.15. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.16. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 8.17. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 8.18. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.19. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.20. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., publishing a school newspaper—assign staff, write articles, arrange for editing and layout, send to printer; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.21. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.22. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.23. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling classes; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.24. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.25. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of a successful student that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same refusal skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

- 8.26. Identify alternative courses of action for solving a particular problem (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ personal life _____ school _____ workplace
- 8.27. Analyze consequences of each alternative course of action for solving a particular problem (e.g., missed the bus so walk to school—takes longer, may be late for school, exposure to the elements; poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ personal life _____ school _____ workplace
- 8.28. Accept assistance with and demonstrate awareness of cause and effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Implementing Solutions

- 8.29. Complete tasks needed to solve problems (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments; poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving; flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace
- 8.30. Use appropriate techniques or tools to solve problems (e.g., computer software, assignment notebook, counseling sessions; apply active listening skills, make a checklist of work to be accomplished; apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace

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- 8.31. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member; difficulty completing task—consult supervisor or co-workers; use references; consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ personal life _____ school _____ workplace
- 8.32. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 8.33. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 8.34. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Evaluating Effectiveness of Solution

- 8.35. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.36. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning School or Work Assignments

- 8.37. Identify purposes of planning school or work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.38. Identify components of a plan to complete a school or work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.39. *State steps to complete a task. (Language C 31: VI)*
- 8.40. Identify, prioritize, and schedule job or task responsibilities (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 8.41. Accept assistance with and participate in the sequence of tasks or activities of preparing for school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Implementing School or Work Assignments

- 8.42. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule _____ set an alarm clock as a reminder
 _____ track subtasks on calendar _____ check off subtasks when completed
 _____ other: _____

- 8.43. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
 _____ seek assistance from others _____ read the instructions or references
 _____ other: _____

- 8.44. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ use a checklist or rubric _____ compare with model or example
 _____ use spell-check or similar tool _____ look for errors
 _____ ask peer or co-worker to review _____ ask supervisor to review
 _____ other: _____

- 8.45. Follow a systematic procedure to complete school or work tasks (e.g., janitorial—clean windows; clerical—type a letter, homework). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace or course standards
 _____ evaluate own task performance using workplace or course standards
 _____ other: _____

- 8.46. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

- 8.47. Complete school or work assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

- 8.48. Accept assistance with and participate in the sequence of tasks or activities of completing school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

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9. Use appropriate skills when communicating with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Understanding the Concept of Communication

- 9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.4. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.6. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 9.7. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____

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- 9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 9.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: tone of voice pitch
 fluency (rate and rhythm) loudness
 duration other: _____

Listening

- 9.10. Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.12. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.13. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues—first, second..., in summary, most important
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____
- 9.14. Use strategies to improve listening (e.g., empathize and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.15. Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

- 9.16. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: requests refusals other: _____

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- 9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____
- 9.18. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do" "This is what really happened" "I like you a lot" "I'm upset with what you did"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: opinions facts affection anger
 joy sadness other: _____
- 9.19. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 9.20. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person's name). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 9.21. *Express wants and needs. (Language C 20: II)*
- 9.22. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 9.23. *Use language to give simple commands. (Language C 18: II)*
- 9.24. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 9.25. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____
- 9.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

Responding to Communication

- 9.27. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

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- 9.38. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello..."; informal—"Hi !" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.39. *Use language to initiate social greetings. (Language C 23: III)*
- 9.40. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.41. *Use language to respond to verbal greeting. (Language C 19: II)*
- 9.42. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
_____ with other familiar persons _____ with unfamiliar persons
- 9.43. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 9.44. *Use language to initiate conversation. (Language C 30: VI)*
- 9.45. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 9.46. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.47. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to . . .?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

Giving and Receiving Feedback

- 9.48. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)
- 9.49. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 9.50. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

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Specify: _____ home _____ school _____ community _____ workplace

- 9.51. Give effective feedback to others (e.g., by saying things like “You are doing great.” “Try to do five more.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ home _____ school _____ community _____ workplace

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963080
Course Title: Learning Strategies
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent,

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supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some

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requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

-
- 1.1. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; workplace tasks—locate name in a list; leisure—find information on a specific location, person, event). (CL.B.1.In.1)
Specify: key words dates numbers
 charts graphs pictures
 maps other: _____
- 1.2. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)
Specify: answers to questions specific facts
 other: _____
- 1.3. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 1.4. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.5. Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)
Specify: statements questions directions
 commands requests
 other: _____
- 1.6. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2)
Specify: identify the first sentence or topic
 paraphrase information
 note information that is repeated
 scan chapter headings
 other: _____

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- 1.7. State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)
- 1.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 1.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 1.10. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 1.11. Use strategies to identify relevant information in a text or visual by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment). (CL.B.1.In.2)
Specify: _____ match to a list of key information—dates, names, locations
 _____ match to questions to be answered
 _____ scan chapter titles and subtitles for specific words or phrases
 _____ other: _____
- 1.12. Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)
Specify: _____ ask yourself “How does this fit?”
 _____ ask yourself “Is it needed?”
 _____ compare to similar examples or a model
 _____ other: _____
- 1.13. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 1.14. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 1.15. *Distinguish between true and false statements. (Reading E 19: V)*
- 1.16. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 1.17. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)
Specify: _____ who, what, where, when, and how?
 _____ other: _____

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2. Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)

Specify: review background knowledge first
 identify common elements or events
 distinguish what is different
 relate new information to concepts already understood
 other: _____

2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D17: VII)*

2.5. Use visual imagery to clarify and remember information used in completing functional tasks. (CL.B.1.In.2)

Specify: make mental pictures create an association or analogy
 other: _____

Organizing Information

2.6. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meanings of important vocabulary). (CL.B.1.In.3)

Specify: visual devices—mental pictures, mental movies, stories, associations
 keyword devices—boxing, associations
 first-letter—acronym, sentence
 series—pegword, location
 rhyming, coding
 other: _____

2.7. Identify characteristics of methods used to organize information. (CL.B.1.In.3)

Specify: chronological alphabetical
 categorical topical
 hierarchical or outlining other: _____

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- 2.8. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 2.9. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.10. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 2.11. Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)
- 2.12. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationship among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)
- 2.13. Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 2.14. Identify essential ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)
- 2.15. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

- 2.16. Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)
- 2.17. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)
Specify: relaxed attentive
 social defensive
 other: _____
- 2.18. Identify the difference between active and inactive listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; inactive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)

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2.19. Use critical listening skills to gain understanding. (CO.A.1.In.1)

- Specify: _____ listening for content
_____ paying attention to cues—first, second...; in summary; most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____

2.20. Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3. Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

3.1. Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)

- Specify: _____ intent—objectives, target audience, purpose
_____ what components are needed—introduction, body, summary
_____ how the information should be organized
_____ what formatting should be used—layout, text, use of graphics
_____ other: _____

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.1)

- Specify: _____ make a list of events in order
_____ use words such as first, next, and last to indicate order of events
_____ note dates of events
_____ other: _____

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.1)

- Specify: _____ use a graphic organizer to arrange main ideas and supporting details
_____ use an outline to organize main ideas and supporting details
_____ introduce the overall main idea in the beginning
_____ state the main idea in the topic sentence of the paragraph
_____ link the details to the main idea of the paragraph
_____ summarize the overall main idea in the conclusion
_____ other: _____

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- 3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.1)
- Specify: _____ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
_____ use a graphic organizer or outline to organize ideas
_____ indicate how the information is organized in the beginning
_____ include words throughout the text that remind the reader of the organization
_____ other: _____

Formatting

- 3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)
- Specify: _____ note—give directions, let your school know that you will be late
_____ memo—announce an event to your co-workers at the office
_____ letter—friendly, complaint, request, application
_____ message—let a family member know that someone called
_____ report—describe progress in completing a project
_____ other: _____
- 3.6. Create written communications that are appropriate to the audience, subject matter and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)
- Specify: _____ note _____ memo or e-mail
_____ letter _____ brief description
_____ report _____ cards and invitations
_____ other: _____

Writing Process

- 3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)
- Specify: _____ organize ideas _____ write first draft
_____ review draft _____ revise
_____ edit _____ write final copy
_____ other: _____
- 3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)
- Specify: _____ simple _____ compound
_____ complex _____ compound or complex
- 3.9. *Write simple sentences. (Writing D 10: V)*
- 3.10. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

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- 3.11. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)
Specify: select the kind of sentence think about the meaning
 think about the words review the sentence when finished
 other: _____
- 3.12. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)
Specify: agreement use of punctuation within sentences
 tense and case use of punctuation within words
 mechanics—use of capital letters, abbreviations, and numbers
 other: _____
- 3.13. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 3.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*
- 3.15. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)*
- 3.16. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*
- 3.17. Use appropriate resources to aid in spelling. (CL.B.2.In.1)
Specify: spelling dictionary specialized electronic aid
 people spell-check utility in software program
 other: _____
- 3.18. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)*
- 3.19. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)
Specify: spelling grammar
 sentence structure word choice
 formatting—margins, spacing, legibility
 punctuation other: _____
- 3.20. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

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- 3.21. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1)

Specify: unity and coherence—words, phrases, and clauses agree and work together
 content—no irrelevant details
 organization—logical order
 clarity—ideas clearly expressed
 style—no run-on sentences or unintentional fragments, word choice
 formatting—margins, spacing, legibility
 grammar
 other: _____

4. Apply skills and strategies to enhance ability to solve problems.

- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems

- 4.1. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.In.2, CL.B.4.In.1, CL.B.4.In.2)

Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy and reliability
 explain results
 other: _____

- 4.2. Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems. (CL.B.3.In.2, CL.B.4.In.1)

- 4.3. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.2, CL.B.4.In.1)

Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

Identifying Problems

- 4.4. Identify that a problem exists in school, in personal life, or at work, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)

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- 4.5. Identify possible reasons for existing problems in school, in personal life, or at work (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)
- 4.6. Identify problems that lead to the breakdown of major goals in school, in personal life, or at work (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1)
- 4.7. Analyze possible consequences associated with specific problems in school, in personal life, or at work (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-solving Strategies

- 4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)
Specify: _____ school _____ work _____ personal life
- 4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)
- 4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
 _____ identifying steps—when a complicated task is involved
 _____ estimating—when numbers are involved
 _____ matching consequences to actions—for cause and effect
 _____ troubleshooting—finding problems within a work process
 _____ creative thinking—when multiple solutions are acceptable
 _____ modeling—basing actions on those of a good example
 _____ other: _____
- 4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)
- 4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)
- 4.13. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)
- 4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1)

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- 4.15. Match consequences to decisions when solving problems involving cause and effect (e.g. doing extra credit work to make up for low grades). (CL.B.4.In.1)
- 4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating class conflicts prior to scheduling classes). (CL.B.4.In.1)
- 4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1)
- 4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by successful student and apply to own work; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

- 4.19. Identify alternative courses of action for solving a particular problem at school, in personal life, or at work (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)
- 4.20. Analyze consequences of each alternative course of action for solving a particular problem at school, in personal life, or at work (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

- 4.21. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)
- 4.22. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)
- 4.23. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

- 4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)
- 4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

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5. Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1 plan and implement personal work assignments.

Planning Class and Work Assignments

- 5.1. Identify purposes of planning class and work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1)
- 5.2. Identify components of a plan to complete class and work assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)
- 5.3. *State steps to complete a task. (Language C 31: VI)*
- 5.4. Identify, prioritize, and schedule job responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Work Assignments

- 5.5. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 5.6. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)
Specify: try different tools or techniques visualize the steps
 seek assistance from others read the instructions or references
 other: _____
- 5.7. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)
Specify: use a checklist or rubric compare with model or example
 use spell-check or similar tool look for errors
 ask peer or co-worker to review
 ask teacher or supervisor to review
 other: _____

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- 5.8. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)

Specify: _____ identify task
_____ name steps of task
_____ perform task following a model or demonstration
_____ perform task with decreasing feedback
_____ perform task independently
_____ monitor own task performance using applicable standards
_____ evaluate own task performance using applicable standards
_____ other: _____

- 5.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

Using Tools, Equipment, and Supplies

- 5.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2)

Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with all needed supplies and equipment before starting
_____ identify available sources of needed supplies and equipment
_____ other: _____

- 5.11. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, wordprocessor, printer). (CL.C.2.In.2)

- 5.12. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

- 5.13. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

- 5.14. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

- 5.15. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)

Specify: _____ personal calendar _____ school _____ work

- 5.16. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

- 5.17. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*

- 5.18. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*

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6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)

Specify: clarify what is being tested—check notes, check with peers or teacher

review and rehearse expected responses to anticipated questions

practice with similar questions

perform task with decreasing feedback

other: _____

6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)

Specify: preview the test by reading instructions and skimming questions

ask for clarification, if appropriate

determine the order for completing each section

schedule time for each section

create a brief outline of responses to essay questions before answering

skip difficult questions and come back to them

notice particular use of words and phrases in test items

monitor own time

check answers to avoid careless mistakes

other: _____

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)

Specify: note questions answered correctly

review own preparation practices, noting strengths and weaknesses

debrief performance with peer or teacher

make a list of behaviors to change when taking the next test

other: _____

7. Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

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Social Behaviors

- 7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ considerate —makes polite comments, shares resources with others
_____ cooperative —does share of work on projects, accepts others' suggestions
_____ assertive—raises hand to participate in class, makes needs known to others
_____ positive response to humor or teasing—laughs without drawing attention, ignores
_____ positive response to criticism—makes needed changes, acknowledges others' views
_____ other: _____
- 7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)
Specify: _____ inconsiderate —won't wait for turn, does not clean up after finished with task
_____ uncooperative —won't help others with task, keeps all supplies for self
_____ unassertive —lets others take over equipment
_____ negative response to humor or teasing—makes loud noises, gets angry
_____ negative response to criticism—takes personally, makes negative comments
_____ other: _____
- 7.3. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 7.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)
- 7.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)
- 7.6. Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 7.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, SE.A.2.In.2)
Specify behavior: _____ consideration _____ assertiveness
_____ response to humor or teasing _____ response to criticism
_____ cooperation
Specify setting: _____ home _____ school _____ community _____ workplace
- 7.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 7.9. *Show respect for property of others. (Social and Personal G 52: III)*

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- 7.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: VI)*
- 7.11. *Use language to initiate conversation. (Language C 30: VI)*
- 7.12. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, SE.A.2.In.2)
Specify: _____ home _____ school _____ community _____ workplace
- 7.13. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved, check on previous experiences, ask for assistance). (IF.B.2.In.3)
- 7.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3)
Specify: _____ home _____ school _____ community _____ workplace

Working in a Group

- 7.15. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)
- 7.16. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)
- 7.17. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, sharing equipment). (SE.A.1.In.1)
- 7.18. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)
- 7.19. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 7.20. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 7.21. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)

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- 7.22. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1)
- 7.23. Identify steps for group problem solving. (SE.A.1.In.1)
Specify: discuss the problem
 individually list possible causes
 record individual group members' suggestions and clarifications
 discuss and determine causes
 implement corrective action, or solution
 report results
 move on to the next most probable cause if initial action is ineffective
 other: _____
- 7.24. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify: home school community workplace
- 7.25. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify: home school community workplace
- 7.26. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify: home school community workplace

Leadership Skills

- 7.27. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, respected, ability to influence group members, ability to facilitate decisions, and initiate conversation between group member). (SE.A.1.In.2)
- 7.28. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)
Specify: supportive leaders—more participation by group members, more flexible
 controlling leaders—group members may operate in fear
 negligent leaders—group members may not stay on task
 other: _____
- 7.29. Identify individual styles when working in groups (e.g., relaxed worker, conscientious worker, quiet worker, expressive worker, productive worker). (SE.A.1.In.2)
- 7.30. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

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- 7.31. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

- 7.32. Identify aspects of organizations that require different kinds of behaviors (e.g., rigid—line of command, support for individual problem solving, opportunity for group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3)
- 7.33. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from the organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3)
Specify: _____ school _____ community _____ workplace
- 7.34. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the expectations of the organization, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3)

8. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

- 8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)
- 8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)
- 8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1)
Specify: _____ participate in premeeting activities
 _____ determine school and post-school outcome desires
 _____ determine present levels of performance
 _____ develop annual goals and related short-term objectives or benchmarks
 _____ assign responsibility for objectives
 _____ identify needed services, modifications, and supports

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8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)

- Specify: _____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)

- Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation

8.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1)

8.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1)

8.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1)

8.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1)

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9. Apply skills and strategies that promote self-advocacy and goal setting for personal needs.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

Functioning Independently

9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

Specify: self-initiation—begins tasks on own, asks for additional tasks upon completion
 self-management—self-monitoring, self-instruction, and self-reinforcement
 self-control—manages unstructured time, controls responses to events
 self-advocacy—requests needed resources, questions practices that appear unfair, requests needed modification and service
 self-esteem—sets challenging goals, says no to peer pressure
 other: _____

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)

Specify: self-initiation—waits until the last minute to start, avoids starting at all
 self-management—waits for others to check progress
 self-control—gets upset when unexpected events occur
 self-advocacy—lets others take all needed supplies, does not request needed modification and service
 self-esteem—won't try new tasks, makes negative comments about self
 other: _____

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior: self-initiation self-management self-control
 self-advocacy self-esteem
 other: _____

Specify setting: home school community workplace

9.6. Stay on task until its completion. (Social and Personal C 20: III)

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- 9.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 9.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 9.9. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)
Specify: _____ home _____ school _____ community _____ workplace

Planning Process for Personal Goals

- 9.10. Identify the benefits of using a planning process to set personal goals (e.g., helps stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)
- 9.11. Describe steps to be followed when making a plan. (IF.B.1.In.1)
Specify: _____ identify goal or outcome
 _____ identify needed resources
 _____ determine major tasks
 _____ schedule tasks
 _____ obtain assistance and resources, if needed
 _____ other: _____
- 9.12. Identify ways that planning and goal setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)
- 9.13. Identify ways that a lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1)
- 9.14. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1)
- 9.15. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)
- 9.16. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 9.17. Identify how positive view of self can affect personal goals (e.g., makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)
- 9.18. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)
- 9.19. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)

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- 9.20. Set realistic personal goals after selecting from options. (IF.B.1.In.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 9.21. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1)
- 9.22. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2)
- 9.23. Periodically monitor and evaluate own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2)
- 9.24. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach—reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|------------------------------------|
| Subject Area: | Special Skills Courses |
| Course Number: | 7963090 |
| Course Title: | Skills for Students who are Gifted |
| Previous Course Title: | Skills for Gifted Learners |
| Credit | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to enable students who are gifted to acquire and apply the knowledge and skills needed to enhance personal and academic achievement.

The content should include, but not be limited to, the following:

- academic subject matter
- higher-order thinking skills
- communication
- leadership
- self-evaluation and self-awareness
- planning and goal setting
- decision making

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in the schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to personal academic achievement.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

- 1. Use creativity, problem-solving, and higher-order thinking skills when completing tasks and projects.**
-

Creativity

- 1.1. Demonstrate understanding of characteristics of the processes and results of creative-thinking (e.g., fluency, flexibility, originality, elaboration).
- 1.2. Identify situations when creative-thinking processes are effective and beneficial and situations when creative-thinking processes are not helpful.
- 1.3. Use creative-thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Higher-order Thinking

- 1.4. Demonstrate understanding of characteristics of the processes and results of higher-order thinking.
Specify: _____ analysis—whole to part
_____ synthesis—part to whole
_____ evaluation—comparing results
_____ identifying patterns and trends
_____ identifying relationships—causes and correlations
_____ systems thinking
_____ modeling
_____ other: _____
- 1.5. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.
- 1.6. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

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Problem Solving

- 1.7. Demonstrate understanding of characteristics of problem-solving strategies.
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated process is involved
_____ estimating—when numbers are involved
_____ analyzing probability—when making predictions
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a process
_____ creative-thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 1.8. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).
- 1.9. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.
- 1.10. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).
- 1.11. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
Specify: _____ determine the scope of the problem
_____ determine the severity of the problem
_____ evaluate how to accomplish a solution
_____ determine if individual has the necessary knowledge, skills, and tools
_____ seek assistance if necessary
- 1.12. Select and use effective problem-solving strategies based on requirements of the situation.

Identifying Solutions

- 1.13. Describe the similarities and differences between a targeted problem and other problems that are familiar to identify possible effective solutions.
- 1.14. Identify available resources to solve a problem when completing tasks and projects (e.g., time, space, money, personnel, information).
- 1.15. Establish criteria for evaluating possible solutions to a problem to determine the likelihood of improving the situation when completing tasks and projects.
- 1.16. Evaluate the possible solutions, using identified evaluation criteria, to determine preferred course of action when completing tasks and projects.

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Implementing a Solution

- 1.17. Choose to implement a preferred solution to a problem when completing tasks and projects.
- 1.18. Establish and follow a procedure to monitor own progress in solving a problem and make adjustments as circumstances require.
- 1.19. Reflect on the problem-solving process when completing tasks and projects to analyze what worked, why it worked, what could be improved, and how the problem-solving process could be improved.

2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphics, representations, styles, organization, and format.

- 2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, jargon, idioms, slang).
- 2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).
- 2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).
- 2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).
- 2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
Specify: chronological hierarchical
 importance (most to least, least to most) categorical
 cause-effect other: _____
- 2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).
- 2.7. Use electronic tools to prepare written text and visuals (e.g., word processor, presentation software, desktop publishing software, printer).

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3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.

- 3.1. Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.
- 3.2. Measure own cognitive and affective baseline abilities in targeted academic subject areas.
Specify: _____ identify indicators of growth
 _____ use self-assessment tool to gather information
 _____ compile results
 _____ other: _____
- 3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.
- 3.4. Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.5. Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.
- 3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.7. Use appropriate technology to plan, monitor, and evaluate own plan for cognitive and affective growth.

4. Use effective leadership skills in specific situations (e.g., community service, school project).

- 4.1. Demonstrate understanding of knowledge and skills required for effective and successful participation in leadership roles (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting mutual respect, motivating and persuading members of the group, facilitating decision making).
- 4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

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- 4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.
- 4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.
- 4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.
- 4.6. Establish reasonable group goals related to completion of project (e.g., set deadlines for each step in the process, assign roles to each member of the group, revise schedule as needed).
- 4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., establishing ground rules collaboratively, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).
- 4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).
- 4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).
- 4.10. Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identify the conflict, deal with feelings, pinpoint the cause of conflict, choose a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, collaboration], allow time for negotiation).
- 4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out activities and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable course of action if initial action is ineffective).
- 4.12. Monitor and evaluate effectiveness of own leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.

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- 5. Set personal, academic, and career goals by developing realistic and systematic plans for achievement and make progress toward achieving these goals.**
-

Setting Personal, Academic, and Career Goals

- 5.1. Use self-appraisal to identify own strengths that relate to personal, academic, and career goals.

Specify: self-concept and values clarification
 personality characteristics and personal style
 motivational patterns and personal preferences
 occupational interests
 personal and educational background
 work history and experience
 key accomplishments and successes
 satisfying and dissatisfying experiences
 other: _____

- 5.2. Conduct self-assessment to determine personal, academic, and career goals and desires.

Specify: analysis of current lifestyle—school program, activities, job
 values, skills, and abilities—professional or technical, managerial, personal
 insight into capabilities—personal qualities, developmental needs
 ideal job description
 preferred working environment
 ideal life-style
 career goals
 other: _____

- 5.3. Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).

- 5.4. Identify the risks and benefits associated with each alternative choice.

- 5.5. Set goals that relate to personal, academic, and career goals that reflect one's strengths, interests, and desires.

- 5.6. Identify educational and experiential requirements for preferred career(s).

Developing a Comprehensive Plan

- 5.7. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.
Specify: _____ identifying goal or outcome
 _____ identifying needed information, resources, or training
 _____ determining major tasks
 _____ scheduling tasks
- 5.8. Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.
- 5.9. Monitor completion of the tasks and timelines of the plan to determine any necessary changes.
- 5.10. Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.
- 6. Demonstrate decision-making skills and meaningful operational planning.**
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Decision-making Skills

- 6.1. Demonstrate understanding of the characteristics of effective decision-making skills (e.g., clearly understanding situational factors, evaluating consequences before acting, considering impact on other events or on other individuals).
- 6.2. Use effective decision-making skills in carrying out tasks and projects.
Specify: _____ recognizing there is a problem to be resolved or decision to be made
 _____ generating alternatives
 _____ considering alternatives
 _____ evaluating the effectiveness of each alternative and its possible consequences
 _____ making a decision

Operational Planning

- 6.3. Demonstrate understanding of purposes and benefits of planning tasks and projects (e.g., clarifying what is required, helping to stay on task, identifying needed time and resources).
- 6.4. Identify components of a plan to complete tasks and projects (e.g., identifying the goal or end product, including quality standards—how well, how accurate, how fast; identifying resources needed—equipment, supplies, personnel, time, training or instruction; determining substeps needed to accomplish the task; determining schedule for completing task).
- 6.5. Identify, prioritize, and schedule task and project responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task).

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- 6.6. Use strategies to monitor own work so that task or project is completed according to expectations or required standards.
Specify: _____ use a checklist or rubric _____ compare with model or example
 _____ ask peer or coworker to review _____ other: _____
- 6.7. Use appropriate technology to plan, monitor, and evaluate a task or project.
- 7. Demonstrate evidence of self-awareness, self-evaluation, and self-actualization.**
-

Self-awareness

- 7.1. Identify individual physical strengths and areas of need, including talents, attributes, and interests.
- 7.2. Identify individual social strengths and areas of need, including talents, attributes, and interests.
- 7.3. Identify individual emotional strengths and areas of need, including talents, attributes, and interests.
- 7.4. Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.
- 7.5. Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet cognitive need for complexity; asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

- 7.6. Identify options for developing one's strengths, talents, attributes, and interests.
- 7.7. Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.
Specify: _____ define individual quality standards
 _____ monitor one's progress in meeting those standards
 _____ assess potential impact of standards on self and others
 _____ adjust standards based on self-monitoring of their impact
 _____ other: _____

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Self-actualization

- 7.8. Identify understanding of own accomplishments and achievements.
- 7.9. Express personal points of view, even when those opinions are contrary to the accepted ideas expressed by others.
- 7.10. Respond receptively and critically to ideas that are new or divergent from one's own.
- 7.11. Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Special Skills Courses
Course Number: 7963110
Course Title: Skills for Students with Autism
Previous Course Title: Skills for Autistic Learners
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in the unique skills to be mastered by a student with autism. The skills are divided into learning, living, social, and communication areas.

The content should include, but not be limited to, the following:

- activities of daily living, recreation, and leisure
- behavioral and social functioning
- language and communication
- academic skills
- functional academics
- sensory motor integration

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with autism. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired

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post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate hygiene in personal care and socially appropriate toileting, grooming, and eating skills.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

1.1. Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: ___ eating
 ___ dressing
 ___ hygiene
 ___ grooming
 ___ other: _____

1.2. Use specific knowledge and skills when completing personal care activities (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: ___ home ___ school ___ community ___ workplace

1.3. Use adaptive or assistive devices, as needed, to complete personal care activities. (IF.A.1.Su.2, IF.A.1.Pa.2)

- Specify: ___ home ___ school ___ community ___ workplace

1.4. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

1.5. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

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- 1.6. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 1.7. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 1.8. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 1.9. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 1.10. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 1.11. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 1.12. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 1.13. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 1.14. **Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)**
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ meals _____ during class _____ after school
Specify routines in community: _____

2. Demonstrate knowledge and skills needed to deal appropriately with personal health care and safety, including sexuality, first aid, and avoidance of danger.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situation—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Health Care

- 2.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: getting routine medical care, periodic dental and medical check-ups
 getting regular rest and exercise
 maintaining a nutritious diet, according to the Food Guide Pyramid
 maintaining a positive mental attitude
 other: _____
- 2.2. Use specific knowledge and skills when creating a wellness plan (e.g., identifying eating habits, maintaining a regular exercise program, planning nutrition according to the Food Guide Pyramid, using medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.3. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 2.4. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 2.5. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.6. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 2.7. Use strategies related to wellness effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.8. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: home school community/workplace

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Social Behaviors

- 2.9. Identify behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ consideration—makes polite comments, shares resources with others
_____ cooperation—does share of work on projects, accepts others' suggestions
_____ assertiveness—raises hand to participate in class, makes needs known to others
_____ responding to humor or teasing—laughs without drawing attention, ignores
_____ responding to criticism—makes needed changes, acknowledges others' views
_____ other: _____
- 2.10. Identify characteristics of behaviors that inhibit one from functioning safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ inconsiderate—won't wait for turn, won't clean up after finished with task
_____ uncooperative—won't help others with task, keeps all supplies
_____ unassertive—lets others take over equipment
_____ responding to humor or teasing—makes loud noises, gets angry
_____ responding to criticism—takes personally, makes negative comments
_____ other: _____
- 2.11. Identify factors that support safe and effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)
- 2.12. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 2.13. Identify factors that inhibit one from functioning safely and effectively in a variety of social situations (e.g., lack of control by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)
- 2.14. Demonstrate behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify behavior: _____ consideration _____ assertiveness
_____ positive response to humor or teasing
_____ positive response to criticism _____ cooperation
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.15. *Cooperate with peers. (Social and Personal G 51: III)*
- 2.16. *Show respect for property of others. (Social and Personal G 52: III)*
- 2.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 2.18. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

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- 2.19. Monitor own behaviors that enable one to function safely and effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.20. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
Specify routine: _____

Identifying Potentially Dangerous Situations

- 2.21. Identify situations that are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.23. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.24. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 2.25. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.26. Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.27. Identify sources of assistance if one experiences inappropriate physical contact from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.28. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.29. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.30. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ home _____ school _____ community/workplace

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Following Safety Procedures

- 2.31. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.32. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.33. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.34. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 2.35. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 2.36. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, later report to police). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.37. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.38. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*
- 2.39. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 2.40. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.41. Behave in ways that comply with fire drill and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace

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- 2.42. Identify safety procedures used during adverse weather conditions (e.g., rainstorms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: home school community workplace
- 2.43. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: home school community workplace
- 2.44. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: home school community/workplace

First Aid

- 2.45. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: stopping bleeding and applying bandages
 taking care of burns, poisons, and wounds
 getting help when needed
 other: _____
- 2.46. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.47. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.48. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 2.49. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.50. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: home school community/workplace

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Avoiding Tobacco, Alcohol, and Other Drug Abuse

- 2.51. Identify persons, objects, tasks, and areas associated with preventing tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: identifying the appropriate use of prescription and nonprescription drugs
 identifying physical dangers of tobacco, alcohol, and other drug abuse
 identifying mental and social dangers of tobacco, alcohol, and other drug abuse
 identifying legal control of tobacco, alcohol, and other drug use
 identifying the role of peer pressure
 other: _____
- 2.52. Identify when health care activities are needed to control tobacco, alcohol, and other drug use and abuse (e.g., using tobacco and alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.53. Use specific knowledge and skills related to controlling tobacco, alcohol, and other drug use (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the impact of advertising and media on tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.54. *Recognize the health risk associated with substance abuse.*
(*Social and Personal E 42 :V*)
- 2.55. Use strategies related to controlling tobacco, alcohol, and other drug use effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; do not drink alcohol if under 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 2.56. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: home school community/workplace
3. **Use knowledge and skills for functioning productively in the home and community (e.g., money management, care of home, participation in community events).**
- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

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physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:
 physical assistance full partial assistive technology full partial

Managing Money and Personal Finances

3.1. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: preparing weekly and monthly budgets
 managing and protecting personal cash
 using checking and savings accounts
 paying bills, contributing to charities
 using comparative shopping to make wise purchases
 using a credit, debit, or ATM card
 paying income and other taxes
 saving and investing money
 other: _____

3.2. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing paychecks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: home school community workplace

3.3. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: home school community workplace

3.4. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

3.5. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

3.6. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

3.7. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

3.8. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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- 3.9. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.10. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Care of Home

- 3.11. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, washing raw foods, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—balanced meal, healthy snack
_____ preparing foods and beverages
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ washing raw food
_____ storing food—organizing by type
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 3.12. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 3.13. *Service self from food containers. (Social and Personal B 14: IV)*
- 3.14. *Follow a simple recipe. (Social and Personal B 15: V)*
- 3.15. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 3.16. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 3.17. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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3.18. Use strategies related to household cleaning, safety, and maintenance of interior and exterior areas of home or apartment to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: identifying areas and objects that need to be cleaned or maintained
 selecting appropriate products, tools, and equipment for housekeeping
 using products, tools, and equipment for household cleaning
 securing the home with locks on windows and doors
 maintaining a comfortable temperature in house
 maintaining exterior, including outdoor light fixtures
 using adaptive devices in household and exterior maintenance
 getting assistance if needed for tasks
 other: _____

3.19. *Return items after use to a proper place. (Social and Personal F 46: III)*

3.20. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

3.21. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*

3.22. *Perform laundry tasks. (Social and Personal F 49: V)*

3.23. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

3.24. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

- Specify routine: home school community

Informal Gatherings in the Community

3.25. Identify specific activities in the community that involve informal gatherings of community members and neighbors (e.g., providing food for a family in distress, participating in a team activity, having a neighborhood picnic). (IF.A.1.In.1, IF.A.1.Su.1)

3.26. Use specific knowledge and skills when participating in informal gatherings involving community members and neighbors (e.g., working with others; showing concern for others; organizing a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: home school community

3.27. Use strategies to identify informal gatherings of community members and neighbors (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: home school community

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- 3.28. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

Using Community Resources

- 3.29. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify: _____ home _____ school _____ community
- 3.30. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ hair care _____ laundromat _____ dry cleaner
 _____ other: _____
- 3.31. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ library _____ parks and recreation _____ public safety
 _____ other: _____
- 3.32. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ department store _____ convenience store
 _____ drug store _____ grocery store
 _____ hardware store _____ specialty store
 _____ flea market _____ second-hand store
 _____ garage sale _____ other: _____
- 3.33. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ restaurants _____ cafeterias _____ fast food chains
 _____ refreshment stands _____ vending machines
 _____ other: _____
- 3.34. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 3.35. *Use coin-operated machines. (Social and Personal H 63: V)*
- 3.36. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ skating rinks _____ arenas _____ museums—science, art, historical
 _____ video arcades _____ movies _____ other: _____

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- 3.37. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., locating the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ banks _____ credit unions _____ savings and loans
- 3.38. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ clinics _____ hospitals _____ health departments
 _____ doctors' offices _____ mental health and guidance clinics
 _____ other: _____

4. Demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Knowledge of the Workplace

- 4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.3. Identify specific jobs associated with selected occupations and career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, taking measurements, using fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.6. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.7. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.8. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual’s rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.9. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.10. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)

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- 4.11. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.13. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

Preparing to Enter the Workforce

- 4.14. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.15. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.16. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 4.17. Identify items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, and artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: work history related experiences
 training career goals
 personal strengths and interests other: _____
- 4.19. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 4.20. Identify inappropriate grooming and attire for job interview (e.g., revealing clothes, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.21. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs of job). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.22. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 4.23. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship with individual, opinions about applicant's work ethic, applicant's performance abilities, letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

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- 4.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.25. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 4.26. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Planning Work Assignments

- 4.27. Identify purposes of planning work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.28. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product; including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.29. *State steps to complete a task. (Language C 31: VI)*
- 4.30. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Implementing Work Assignments

- 4.31. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.32. *Sort like objects. (Social and Personal C 19: II)*
- 4.33. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 4.34. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____ shopping _____ personal care
_____ health care _____ leisure and recreation
_____ other: _____

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Using Tools, Equipment, and Supplies

- 4.35. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.36. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.37. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.38. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.39. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.40. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.41. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.42. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
Specify routine: _____
- 4.43. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
Specify routine: _____
- 4.44. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)
- 4.45. Identify the importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.46. Identify the importance of being flexible when working (e.g., adapts to changes in time, expectations, and processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

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- 4.47. Identify the importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.48. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 4.49. Identify the importance of being self-directed in the workplace (e.g., keeps motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.50. Identify the importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.51. Identify reasons for good attendance and punctuality on the job (e.g., responsibility to employer, production quotas, deadlines, promotion). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. Identify the consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.53. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.54. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.55. Distinguish among appropriate types of clothing for school, work, and leisure activities (e.g., school—uniform if required, no short or tight clothing, shirts tucked in; work—uniform if required, clothes ironed, no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.56. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 4.57. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

Employability Skills

- 4.58. Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ examples—being punctual, following rules, showing respect for superiors
 _____ non-examples—disrupting work, making negative statements about co-workers
- 4.59. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

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- 4.60. Identify the importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.61. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.62. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.63. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 4.64. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

5. Select and use leisure and recreation activities that are appropriate for the student's age and capabilities.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

-
- 5.1. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, participating in movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: indoor team or pairs games—basketball, racquetball, volleyball
 outdoor team or pairs games—softball, horseshoes, tennis, boating
 exercise programs—aerobics, strength training, jogging
 dance, gymnastics
 other: _____

- 5.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 5.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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- 5.4. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
- 5.5. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: _____
- 5.6. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: _____
- 5.7. Identify activities in the community involved with gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.8. Use strategies related to seeking out social contacts with peers and family when participating in community gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do; ask neighbors about the gatherings; ask a trusted friend or relative; listen to announcements on TV or the radio; check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.9. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.10. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., call on the telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)
- 5.11. Accept assistance with and participate in a sequence of tasks or activities of leisure activities at home. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
_____ hobbies _____ other: _____
- 5.12. Accept assistance with and participate in a sequence of tasks or activities of leisure activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
_____ hobbies _____ other: _____
Specify setting: _____ school _____ community

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6. Use appropriate interpersonal skills, including social communication, decreased negative stereotypic or perseverative behaviors, and increased socially appropriate behaviors.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1 participate effectively in group situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Interpersonal Skills

- 6.1. Identify communications which promote good relationships with others (e.g., using kind language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.2. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using calm tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.3. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.4. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.5. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious group, community members). (SE.A.2.In.1, SE.A.2.Su.1)

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- 6.6. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.7. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.8. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.9. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.10. *Identify personal feelings. (Social and Personal G 54: IV)*
- 6.11. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.12. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.13. Demonstrate respect for other's rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.14. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.15. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.16. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Leadership Skills

- 6.17. Identify characteristics of leadership in a group activity (e.g., strong speaking skills, confidence in expressing opinions, wide knowledge, respect of others, ability to influence group members, ability to facilitate decisions, initiate conversation between group members). (SE.A.1.In.2)
- 6.18. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions.) (SE.A.1.In.2)

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- 6.19. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)
- 6.20. Identify occasions when one must assume a leadership role based on the demands of the situation (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

Organizations

- 6.21. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 6.22. Identify common characteristics of formal organizations (e.g., structure, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 6.23. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 6.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school agencies
 businesses institutions
 workplace other: _____
- 6.25. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule without approval, interacting inappropriately with people in authority). (SE.A.1.In.3, SE.A.1.Su.2)
- 6.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: home school community workplace
- 6.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, disruptive personal behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

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6.28. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify : home school community/workplace

6.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify : home school community/workplace

7. Use attending, relational, and on-task behaviors appropriate in a learning environment.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Independent Behaviors

7.1. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: self-initiation—begins tasks on own, asks for additional tasks upon completion
 self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
 self-control—manages unstructured time, controls responses to events
 self-advocacy—requests needed resources, questions practices that appear unfair
 self-esteem—sets challenging goals, says no to negative peer pressure
 other: _____

7.2. Identify behaviors that inhibit one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2)

Specify: procrastinates—waits until the last minute to start, avoids starting at all
 dependent—waits for others to check progress
 lacks self-control—gets upset when unexpected events occur
 passive—lets others take all needed supplies
 low self-esteem—won't try new tasks, makes negative comments about self
 other: _____

7.3. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*

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- 7.4. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.5. Identify factors that inhibit one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.2)
- 7.6. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify behavior: self-initiation self-management self-control
 self-advocacy self-esteem other: _____
Specify setting: home school community workplace
- 7.7. *Stay on task until its completion. (Social and Personal C 20: III)*
- 7.8. *Seek help and accept assistance. (Social and Personal C 21: III).*
- 7.9. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 7.10. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: home school community workplace

8. Use language functions to comprehend and transmit communicative intent appropriate to the social context.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Structuring Communication

- 8.1. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

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- 8.2. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.3. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 8.4. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 8.5. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.6. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.7. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, or talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: tone of voice pitch
 fluency (rate and rhythm) loudness
 duration other: _____
- 8.8. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)
- 8.9. *Imitate or approximate speech sounds. (Language A 3: I)*
- 8.10. *Imitate or approximate words. (Language A 4: II)*
- 8.11. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 8.12. *Express self-identity by telling first name. (Language C 17: II)*
- 8.13. *Use language to give simple commands. (Language C 18: II)*
- 8.14. *Express self-identity by telling full name. (Language C 21: III)*
- 8.15. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 8.16. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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8.17. *Express personal beliefs or opinions. (Language C 28: V)*

Using Expressive Communication

8.18. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: requests refusals other: _____

8.19. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: opinions facts affection
 anger happiness sadness
 other: _____

8.20. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

8.21. Use appropriate language to express need for assistance in emergency situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

8.22. *Express wants and needs. (Language C 20: II)*

8.23. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

8.24. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify style and tone: _____

Specify audience and occasion: _____

Responding to Communication

8.25. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)

Specify: with family with friends
 with other familiar persons with unfamiliar persons

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8.26. Change body tone or produce body movements in response to one or more stimuli.

(CO.A.1.Pa.1)

Specify: turn head move toward stimuli
 move eyes change facial expression
 raise or lower voice other: _____
Specify type of stimuli: auditory tactile voice
 visual olfactory

8.27. Respond to a voice or environmental sound. (Language A 1: 1)

8.28. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: intentional body or head movement—move or turn toward speaker
 facial expressions—look at speaker, smile, blink
 oral communication—respond verbally
 gestures—nod head
 other: _____

8.29. Respond to own name. (Language B 5: 1)

8.30. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—come here, stop, one minute). (CO.A.1.Su.1, CO.A.1.Pa.1)

Specify: vocalization body movements
 facial expressions gestures
 other: _____

8.31. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using “I” statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone).

(CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

8.32. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

8.33. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

Using Greetings and Conversations

8.34. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: home school community workplace

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- 8.35. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.36. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi! “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.37. *Use language to initiate social greeting. (Language C 23: III)*
- 8.38. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.39. *Use language to respond to verbal greetings. (Language C 19: II)*
- 8.40. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify persons: with family with friends
 with other familiar persons with unfamiliar persons
Specify setting: home school community workplace
- 8.41. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 8.42. *Use language to initiate conversation. (Language C 30: VI)*
- 8.43. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 8.44. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 8.45. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

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Using Social Language Skills

8.46. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

9. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Understanding the Components of the Individual Educational Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: determine school and post-school outcome desires
 determine present levels of performance
 develop annual goals and related short-term objectives or benchmarks
 assign responsibility for objectives
 identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: employment
 instruction and continuing education
 community participation
 independent living
 agency support
 daily living skills

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- 9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 9.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
 _____ post-school—postsecondary training, employment
 _____ post-school—living arrangements, community participation
- 9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion, make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

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- 9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

- 9.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
 _____ post-school—postsecondary training, employment
 _____ post-school—living arrangements, community participation
- 9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 9.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion, make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|--|
| Subject Area: | Special Skills Courses |
| Course Number: | 7963120 |
| Course Title: | Skills for Students who are Deaf-Blind |
| Previous Course Title: | Skills for Deaf-Blind Learners |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind.

The content should include, but not be limited to, the following:

- sensory awareness
- self-concept
- self-direction
- orientation and mobility
- social skills
- communication skills
- functional living skills
- household management
- vocational training
- leisure and recreation skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

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student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with dual sensory impairments. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

For each course requirement and performance objective, mastery should be determined with consideration of the student's individual sensory limitations and ability to use sensory and tactual cues provided by others.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to be extended beyond scheduled school hours.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Compensate for distorted or absent visual and auditory processes to maximize learning.**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

1.1. **Actively respond to pleasurable sensory stimulation. (CL.B.4.Pa.1)**

Note: Students at this level will only learn their responses have communicative intent when they truly want the presented stimulus to continue.

Specify: voluntary movement facial expression
 vocalization other: _____

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- 1.2. Discriminate between presence or absence of vibration associated with music, speech, or environmental sounds. (CL.B.4.Pa.1)
Specify type of sounds: _____
- 1.3. Use touch and smell to locate desired food items, people, or preferred activities if vision is absent or unreliable. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____
- 1.4. Alert to environmental cues such as vibration, touch, movement, smell, and any usable vision or hearing awareness. (CL.B.4.Pa.1)
Specify: _____ voluntary movement _____ facial expression
_____ vocalization _____ other: _____
- 1.5. Anticipate activities and events from whole body cues or signals (e.g., sitting at a table, standing up, walking to a certain location, swinging). (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____
- 1.6. Anticipate routine events or activities when given an object of reference, gesture, sign, picture, or other cue. (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: _____
- 1.7. Participate and accept assistance in direct, first-hand experiences in natural contexts to compensate for impaired vision and hearing. (CL.B.4.Pa.1)
Specify experience: _____
- 1.8. Distinguish between distinctively different shapes or objects by tactile and/or visual means. (CL.B.4.In.2, CL.B.4.Su.2)
Note: The student may be able to match shapes or familiar objects by shape, size, texture, and/or color if some vision is present.
Specify objects: _____
- 1.9. Associate familiar objects with function or routine tasks. (CL.B.4.Pa.2)
Specify objects: _____
- 1.10. Demonstrate ability to use a combination of sensory input to recognize and orient oneself to place, activity, people, and objects in the immediate environment. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ place: _____
_____ activity: _____
_____ people: _____
_____ objects: _____

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- 1.11. Demonstrate understanding of cause and effect in the context of various situations (e.g., standing by the door to request going outside). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ interacting socially
_____ activating reactive items
_____ using behavior as a means to gain a specific outcome
_____ other: _____

- 1.12. Demonstrate ability to perform needed gross motor movements (e.g., clapping; rocking; moving head, arms, legs, or trunk) during structured activities. (CL.B.4.In.2, CL.B.4.Su.2)

- 1.13. Cooperate with an intervenor or teacher to actively participate in a variety of movement-based experiences (e.g., bending to pick up an object on the floor, carrying objects to the table, pushing a cart, moving through an obstacle course). (CL.B.4.Pa.1)

- 1.14. *Identify body parts and gender. (Social and Personal E 39: III)*

2. **Display a realistic and positive self-concept and self-direction to help in independent functioning and in establishing appropriate relationships with peers and adults.**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.
- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Self-concept

- 2.1. Differentiate between self, objects, and others during activities such as taking turns. (CL.B.1.Pa.1)
- 2.2. Recognize his or her name (written, spoken, signed, or gestured). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.3. Identify self as male or female. (CL.B.1.In.1, CL.B.1.Su.1)
- 2.4. Provide personal data such as last name, address (or city), or show ID card. (CL.B.2.In.1, CL.B.2.In.2)
- 2.5. Recognize familiar objects belonging to him or herself. (CL.B.1.In.1, CL.B.1.Su.1)

Planning

- 2.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, getting a job, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ individuals—family members, supervisors, teachers
 ___ agencies—government agencies, religious organizations, schools
 ___ other: _____
- 2.8. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 2.9. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

- 2.11. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.12. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.13. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.14. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.15. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.16. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.17. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Functioning Independently

- 2.18. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ self-initiation—begins tasks on own, asks for additional tasks upon completion
 _____ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
 _____ self-control—manages unstructured time, controls responses to events
 _____ self-advocacy—requests needed resources, questions practices that appear unfair
 _____ self-esteem—sets challenging goals, says no to negative peer pressure
 _____ other: _____
- 2.19. Identify behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ procrastinates—waits until the last minute to start, avoids starting at all
 _____ dependent—waits for others to check progress
 _____ lacks self-control—gets upset when unexpected events occur
 _____ passive—lets others take all needed supplies
 _____ low self-esteem—won't try new tasks, makes negative comments about self
 _____ other: _____
- 2.20. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)

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- 2.21. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify behavior: _____ self-initiation _____ self-management _____ self-control
 _____ self-advocacy _____ self-esteem
 _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.22. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.23. Accept assistance with and participate in various situations, using behavior appropriate to the specific situation. (IF.B.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Handling Emergencies

- 2.24. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.25. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.26. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.27. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 2.28. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 2.29. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm, etc.; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume, etc.; robbery—stay calm, do not try to be a hero, comply with robber’s demands). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.31. *Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)*
- 2.32. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.33. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

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Specify: _____ home _____ school _____ community/workplace

3. Show sensitivity to others and comply with social rules and norms in a variety of social contexts.

- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Recognizing Others

- 3.1. Demonstrate awareness that he or she is in the presence of others. (SE.A.2.Pa.1)
- 3.2. Identify familiar persons in close proximity by residual sight, hearing, personal greeting, touch, or smell. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.3. Identify individuals associated with specific activities they perform with the student. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.4. Identify preferred individuals and family members by touch, smell, sight, or voice sounds. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.5. Participate in identifying others by residual sight, hearing, greeting, touch, or smell. (SE.A.2.Pa.1)

Identifying Types of Relationships

- 3.6. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.7. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visit others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.8. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

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Interpersonal Communication Skills

- 3.9. Demonstrate communication which promotes good relationships with others in various situations (e.g., smile, shake hands, turn toward person, attend to social interaction from them). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.10. Express likes or dislikes through appropriate behavior, facial expressions, body movement, or gestures when interacting with others. (SE.A.2.In.1, SE.A.2.Su.1)
- 3.11. Accept assistance with and participate in expressing likes or dislikes through appropriate behavior or facial expressions. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.12. Accept assistance with and participate in expressing likes or dislikes through appropriate behaviors or facial expressions. (SE.A.2.Pa.1)

Using Appropriate Behavior

- 3.13. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, taking turns, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.14. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., taking things without permission, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.15. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.16. Initiate interactions with peers, family, co-workers, and friends. (SE.A.2.In.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.17. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.18. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.19. Exhibit socially acceptable behavior in the company of others in a variety of situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.20. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 3.21. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.22. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.23. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.24. Accept assistance with and participate in initiating interaction with others.
(SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.25. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Physical Contact

- 3.27. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.28. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.29. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.30. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, striking others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.31. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, seeks assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.32. Identify sources of assistance if a person experiences inappropriate physical contacts from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 3.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, seek assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 3.34. Seek assistance if a person experiences inappropriate physical contact from others (e.g., neighbor, peer, family member, teacher, police officer). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 3.35. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: home school community workplace

4. Comprehend and use primary forms of communication and vocabulary of the student's peer group and school and home environment for meaningful communication of survival needs and basic wants.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Using Communication

- 4.1. Identify the meaning of gestures, body language, and hand signals through touch while engaging in communications (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify meaning of various facial expressions through touch while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

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- 4.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 4.6. Use vocabulary to communicate messages clearly and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.7. *Imitate or approximate words. (Language A 4: II)*

Communicating Desires, Feelings, and Needs

- 4.8. Seek the attention of another person through vocalizations, gestures, body movements, or mechanical devices such as a buzzer. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
- 4.9. Take turns with a familiar adult or dependable peer during a routine activity when provided touch cues. (CO.A.1.Pa.1)
- 4.10. Imitate gesture, sign, or movement to signal a basic want or need. (CO.A.1.Su.1)
Specify: toileting eating
 drinking preferred activity
 person object
 other: _____
- 4.11. Use language to express desires effectively to familiar persons. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: requests refusals other: _____
- 4.12. Use appropriate language to express ideas and feelings clearly. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: opinions facts affection
 anger happiness sadness
 other: _____
- 4.13. Use appropriate language to express need for assistance in various situations, including emergencies (e.g., ask for help, raise hand, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: home school community workplace
- 4.14. *Use language to indicate displeasure or dislike. (Language C.16: I)*
- 4.15. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 4.16. *Express personal beliefs or opinions. (Language C 28: V)*

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- 4.17. *Express wants and needs. (Language C 20: II)*
- 4.18. *Use language to give simple commands. (Language C 18: II)*
- 4.19. **Accept assistance with and participate in conveying feelings and physical needs effectively to familiar persons (e.g., express discomfort, ask for a drink of water when thirsty). (CO.A.1.Pa.1)**
Specify method: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive/augmentative device other: _____
- 4.20. **Accept assistance with and participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)**
Specify method: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive/augmentative device other: _____
- 4.21. **Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)**
Specify method: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive/augmentative device other: _____
- 4.22. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Responding to Communication

- 4.23. **Respond appropriately to communication cues (e.g., natural context—running water in a tub; movement—swinging leg to kick a ball; touch—touching lip to indicate open mouth for food; objects—keys mean time to go; gestures—waving good-bye; presented symbols— pictures, line drawings, textured symbols; verbal language or signs—speech, written words, braille words, fingerspelling). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)**
Specify: natural context cues movement cues touch cues
 object cues gesture cues
 presented symbols verbal language or signs
 other: _____
- 4.24. *Respond to a voice or environmental sound. (Language A 1: I)*
- 4.25. **Respond to own name by using one or more observable behaviors. (CO.A.1.In.1, CO.A.1.Su.1)**
Specify: intentional body or head movement—move or turn toward speaker
 facial expressions—look at speaker, smile
 oral communication—respond verbally or sign
 gestures—head nod
 other: _____
- 4.26. *Respond to own name. (Language B 5: I)*

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- 4.27. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—come here, stop, wait a minute). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: vocalization or gesture body movements
 facial expressions verbalization or signing
 other: _____
- 4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., returning a friendly greeting). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, applauding in a theatre). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.30. Respond to nonverbal messages and body language in ways that demonstrate understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.31. Respond appropriately to basic questions, directions, and informational statements. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

Using Greetings and Conversations

- 4.32. Use acceptable gestures, body language, and hand signals to initiate communication in various situations (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.33. Use acceptable symbols, words, or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.34. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello.”; informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.35. *Use language to initiate social greeting. (Language C 23: III)*
- 4.36. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.37. *Use language to respond to verbal greetings. (Language C 19: II)*
- 4.38. *Use language to participate appropriately in conversation. (Language C 29: V)*

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- 4.39. *Use language to initiate conversation. (Language C 30: VI)*
- 4.40. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 4.41. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.42. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling”). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.43. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics
 _____ maintaining topics
 _____ taking turns
 _____ ending a conversation
 _____ repairing communication breakdowns
 _____ showing sensitivity to cultural differences
 _____ other: _____

5. Demonstrate the appropriate use of alternative, augmentative, and technological communication.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 5.1. Use a communication system for acquiring information and communicating that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: _____ sign language _____ total communication
 _____ Signed English _____ augmentative communication
 _____ finger spelling _____ braille reading and writing
 _____ touch cues _____ large print reading and writing
 _____ object symbols _____ picture symbols
 _____ lip-reading speech _____ Tadoma method of speech reading
 _____ other: _____

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- 5.2. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: home school community workplace
Specify system: _____
- 5.3. Initiate communication using own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify setting: home school community workplace
Specify system: _____
- 5.4. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: home school community workplace
Specify system: _____
- 5.5. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: activate a switch, manual board, electronic device
 use a scanning array (linear, row/column, block, circular, quadrant, group)
 use direct selection (touching)
 other: _____
- 5.6. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: objects realistic pictures
 blackline drawings icons (multiple meanings)
 written words other: _____
- 5.7. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics maintaining topics
 taking turns ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 5.8. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 5.9. Express and/or interpret ideas, information, attitudes, relationships, and experiences using own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 5.10. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

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6. Use functional skills necessary for performance of personal, daily living, and community activities.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Wellness

6.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ scheduling routine medical care and periodic dental and medical check-ups
___ getting regular rest and exercise
___ maintaining a nutritious diet, using the Food Guide Pyramid
___ taking steps to maintain a positive mental attitude
___ other: _____

6.2. Identify when health care activities are needed for maintaining wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself each day). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ home ___ school ___ community ___ workplace

6.3. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ home ___ school ___ community ___ workplace

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- 6.4. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., participate in wellness activities with a friend; keep nonprescription drugs stored together; have doctor and dentist send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.5. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Diseases

- 6.6. Identify persons, objects, tasks, and areas associated with health care and diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases and their symptoms
_____ knowing ways to avoid contact with communicable diseases
_____ knowing possible treatments for communicable diseases
_____ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
_____ knowing how to get treatment for diseases and illnesses
_____ other: _____
- 6.7. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.8. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.9. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*
- 6.10. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 6.11. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 6.12. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 6.13. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, connect taking of medicine with other daily routine such as a meal). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

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- 6.14. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

First Aid

- 6.15. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ getting help when needed
_____ other: _____
- 6.16. Identify when first aid is needed (e.g., after an accident; after skin has been wounded; when somebody is choking). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.17. Use specific knowledge and skills when giving first aid (e.g., applying a bandage properly, cleaning cuts and wounds properly, knowing when assistance is needed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.18. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 6.19. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies together, code emergency numbers for automatic dialing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.20. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Avoiding Tobacco, Alcohol, and Other Drug Abuse

- 6.21. Identify persons, objects, tasks, and areas associated with health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
_____ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
_____ identifying legal control of tobacco, alcohol, and other drug use
_____ identifying the role of peer pressure
_____ other: _____
- 6.22. Identify when health care activities are needed for controlling tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

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- 6.23. Use specific knowledge and skills to use drugs safely and avoid tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.24. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 6.25. Use strategies related to controlling tobacco, alcohol, and other drug use and abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; set and honor personal limits on alcohol use if over 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.26. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Disability Awareness and Management

- 6.27. Identify personal care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ managing daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 6.28. Use specific knowledge and skills when completing personal care activities involving disability awareness and management (e.g., appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and the implications, knowing treatment for disability and any associated problems, knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.29. Use strategies related to disability awareness and management to complete personal care activities effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.30. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community/workplace

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Eating

- 6.31. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting and using dishes, glasses, and utensils properly
 _____ using table manners, including cleaning up
 _____ other: _____
- 6.32. Use specific knowledge and skills when completing activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.33. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 6.34. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 6.35. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 6.36. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 6.37. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 6.38. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ workplace or volunteer activities

Dressing

- 6.39. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting clothing for weather, occasion, and activity
 _____ putting on clothing, closing fasteners
 _____ taking off clothing, opening fasteners
 _____ other: _____
- 6.40. Use specific knowledge and skills when dressing (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 6.41. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 6.42. *Take off clothing with fasteners. (Social and Personal A 3: III)*

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Hygiene

- 6.52. Identify persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: washing and bathing
 dental care
 using the toilet
 menstrual care
 other: _____
- 6.53. Use specific knowledge and skills when completing personal hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 6.54. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 6.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 6.56. Use strategies related to personal hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community workplace
- 6.57. Accept assistance with and participate in activities and tasks associated with daily personal hygiene routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events

Managing Money and Personal Finances

- 6.58. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: preparing weekly and monthly budgets
 managing and protecting personal cash
 using checking and savings accounts
 paying bills, contributing to charities
 using comparative shopping to make wise purchases
 using a credit, debit, or ATM card
 paying income taxes
 saving and investing money
 other: _____

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- 6.59. Use specific knowledge and skills when managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 6.60. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 6.61. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*
- 6.62. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 6.63. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 6.64. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 6.65. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 6.66. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community _____ workplace

Home Care

- 6.67. Use specific knowledge and skills in activities involving food preparation, serving, and storage, including the use of assistive adaptive equipment as appropriate. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—balanced meal, healthy snack
 _____ preparing foods and beverages
 _____ following a recipe—measuring, cutting, mixing, cooking, cooling
 _____ storing food—organizing by type
 _____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
 _____ using adaptive devices in preparing food
 _____ other: _____
- 6.68. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 6.69. *Serve self from food containers. (Social and Personal B 14: IV)*
- 6.70. *Follow a simple recipe. (Social and Personal B 15: V)*

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- 6.71. *Select and operate kitchen appliances for food preparation.* (Social and Personal B 16: V)
- 6.72. *Identify proper storage areas for food.* (Social and Personal B 17: V)
- 6.73. *Plan and prepare a meal.* (Social and Personal B 18: VI)
- 6.74. Use strategies and skills related to household cleaning, safety, and maintenance of interior areas, including the use of assistive adaptive equipment as appropriate, to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ securing the home with locks on doors and windows
_____ maintaining a comfortable temperature in house
_____ maintaining exterior, including outdoor light fixtures
_____ using adaptive devices in household and exterior maintenance
_____ getting assistance with tasks, if needed
_____ other: _____
- 6.75. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)
Specify routine: _____
- 6.76. *Return items after use to a proper place.* (Social and Personal F 46: III)
- 6.77. *Pick up trash and dispose properly.* (Social and Personal F 47: III)
- 6.78. *Identify proper household tools and cleaning supplies for a given task.* (Social and Personal F 48: IV)
- 6.79. *Perform laundry tasks.* (Social and Personal F 49: V)
- 6.80. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding).* (Social and Personal F 50: V)

Participating in the Community

- 6.81. Use specific knowledge and skills when completing activities with community members and neighbors (e.g., working with others; showing concern for others; helping organize a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

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- 6.82. Use strategies to choose informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 6.83. Accept assistance with and participate in activities and tasks involved in informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

Using Community Resources

- 6.84. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service; making an appointment; paying for service; accessing interpreters, intervenors, or sighted guides). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ hair care _____ laundromat _____ dry cleaner
 _____ other: _____
- 6.85. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ library _____ parks and recreation _____ public safety
 _____ other: _____
- 6.86. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ department store _____ convenience store _____ drug store
 _____ grocery store _____ hardware store _____ specialty store
 _____ flea market _____ second-hand store _____ garage sale
 _____ other: _____
- 6.87. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ restaurants _____ cafeterias _____ fast food chains
 _____ refreshment stands _____ vending machines
 _____ other: _____
- 6.88. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 6.89. *Use coin-operated machines. (Social and Personal H 63: V)*

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6.90. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____

6.91. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: banks credit unions savings and loan
 other: _____

6.92. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for service). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: clinics hospitals doctors' offices
 health department mental health and guidance clinics
 other: _____

6.93. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify type of resource: _____

7. Use orientation and mobility skills related to developing safe, efficient, and independent travel skills.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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Learning Spatial Concepts

- 7.1. Identify information related to concepts of space needed for independent travel.
Specify: _____ body concepts—parts of body, location, movement, relationship, and functions
_____ spatial concepts of shapes
_____ measurement concepts—distances, time, rate
_____ positional and relational concepts—compass, position in space
- 7.2. Identify information related to environmental and spatial concepts used in independent travel.
Specify: _____ topography
_____ temperature
_____ differences among fixed and moveable objects
_____ acoustics and sound reflection

Using Perceptual and Cognitive Processes

- 7.3. Use compass directions in everyday travel.
Specify: _____ read a compass
_____ identify direction of destination
_____ other: _____
- 7.4. Use knowledge of spatial concepts in interpreting a map.
Specify: _____ read and interpret a tactile or visual map
_____ identify locations of origin and destination
_____ trace intended route
_____ other: _____
- 7.5. Use sensory information to apply concepts of space and the environment when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ estimate distances both in a room and out of doors using feet and yards.
_____ relate travel time to rate of travel
_____ use spatial updating to establish self-to-object relationships
_____ use knowledge of spatial layout (object-to-object relationship)
_____ use knowledge of perimeter and gridline search patterns
_____ use reference systems
_____ other: _____
- 7.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., landmarks and clues, numbering systems, compass directions, measurement concepts). (IF.A.2.In.2, IF.A.2.Su.2)

Moving within an Enclosed Space or Room

- 7.7. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom). (IF.A.2.In.2, IF.A.2.Su.2)

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- 7.8. Identify and find specific locations in home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.9. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.10. Accept assistance with and participate in the sequence of tasks or activities of moving about the home, school, or community. (IF.A.2.Pa.2)
Specify routine: within a room between rooms using stairs
 other: _____

Moving within Buildings and Schools

- 7.11. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.12. Identify and find specific locations using landmarks to confirm orientation. (IF.A.2.In.2, IF.A.2.Su.2)
Note: Landmarks include any familiar object, sound, odor, temperature, or tactile method that is permanent, constant, and easily recognized.
- 7.13. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.14. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.15. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
Specify methods: _____
- 7.16. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 7.17. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 7.18. Accept assistance with and participate in the sequence of tasks or activities involved in moving in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____
Specify setting: school community workplace

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Traveling within the Community

- 7.19. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.20. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ curbs, steps, ramps
_____ turnstiles, sliding doors, revolving doors
_____ crossing streets
_____ other: _____
- 7.21. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 7.22. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 7.23. Recognize changes in walking surfaces and use these to orient self and travel safely (e.g., stay on sidewalk, feel edge of carpet). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.24. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)
Specify mode: _____
- 7.25. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)
Specify modes: _____ walking _____ bicycle _____ bus
_____ taxi _____ car _____ other: _____
- 7.26. Accept assistance with and participate in the sequence of tasks or activities of moving outdoors. (IF.A.2.Pa.2)
Specify activity: _____ within a structured space _____ between structured areas
_____ on a walkway _____ within an unstructured area
_____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace

Using Adaptive Aids and Equipment

- 7.27. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ diagonal and diagonal trailing
_____ ascending/descending stairs
_____ touch, touch and slide, touch and drag
_____ constant contact, 3 point touch
_____ other: _____
- 7.28. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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- 7.29. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
- Specify: _____ sighted guide
_____ protective (hand and forearm) skills
_____ advanced techniques, such as cane or electronic aids
_____ adaptive mobility aids such as wheelchairs, walkers, braces, orthopedic canes
_____ other: _____

Planning Travel

- 7.30. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.31. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.32. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)
- 7.33. Demonstrate effective behaviors when approaching others to seek assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 7.34. Identify situations when it is appropriate to approach a stranger for assistance in traveling, and when it is not appropriate. (IF.A.2.In.2, IF.A.2.Su.2)
- 7.35. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

8. Select and demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

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- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Exploring Careers

- 8.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 8.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.3. Identify advantages and disadvantages of occupations in various clusters (e.g., yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, to measure, and to use fractions; dishwasher—manual dexterity, physical stamina, speed). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.5. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

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- 8.6. Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

Understanding Rights and Responsibilities

- 8.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plan, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 8.8. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.10. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 8.11. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

Finding a Job

- 8.12. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.14. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 8.15. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of writing or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.16. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.17. Identify the importance of a job interview (e.g., provide positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

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- 8.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: work history related experiences
 training career goals
 personal strengths and interests other: _____
- 8.19. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.20. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.21. *Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)*
- 8.22. Identify common tests necessary for employment (e.g., drug test, eye and physical examinations). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.23. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.24. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.25. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to applicant's former employer, employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.26. Identify kinds of information that the person requesting the reference should provide to the potential references (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.27. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.28. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 8.29. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: home school community/workplace

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Effective Work Habits

8.30. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.31. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: work according to schedule use an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____

8.32. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____

8.33. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: use a checklist or rubric compare with model or example
 use spellchecker or similar tool look for errors
 ask peer or co-worker to review ask supervisor to review
 other: _____

8.34. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

8.35. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows, clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)

Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____

8.36. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.37. *Sort like objects. (Social and Personal C 19: II)*

8.38. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 8.39. Accept assistance with and participate in routine work tasks (CL.C.2.Pa.1)
Specify: _____

Using Tools, Equipment, and Supplies

- 8.40. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ supplies—seeds, detergent, oil, paper
_____ equipment—computer, copier
_____ tools—shovel, ruler
_____ other: _____

- 8.41. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

- 8.42. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ use box with compartments for each component
_____ set up workstation with all needed supplies and equipment before starting
_____ other: _____

- 8.43. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

- 8.44. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

- 8.45. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

- 8.46. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

- 8.47. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

- 8.48. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

- 8.49. Use a telephone to complete work-related tasks (e.g., make a call to a customer, get information about a delivery). (CL.C.2.In.2, CL.C.2.Su.2)

- 8.50. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

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Work Ethic

- 8.51. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.52. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.53. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized; do not argue with co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.54. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 8.55. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 8.56. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.57. *Identify appropriate attendance practices for school and work.*
(*Social and Personal C 26: IV*)

Employability Skills

- 8.58. Demonstrate a positive work attitude (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.59. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.60. Identify appropriate responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.61. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (*Social and Personal C 25: IV*)

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- 8.62. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 8.63. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3, CL.C.2.Pa.1)
- 8.64. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.65. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.66. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.67. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.68. Demonstrate specific skills in completing health and safety activities in the workplace (e.g., washing hands after toileting, removing objects from walkway, reporting dangerous situations). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.69. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.70. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.71. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.72. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.73. *Stay on task until its completion. (Social and Personal C 20: III)*

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- 8.74. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 8.75. Demonstrate self-management skills necessary for job performance (e.g., staying on tasks, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.76. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____
- 8.77. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 8.78. Use strategies to assist with the maintenance of on-task behavior when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ work on only one task at a time
 _____ pace work so tasks are completed on time
 _____ do not take prolonged or unnecessary breaks
 _____ reward yourself periodically for completing subtasks
 _____ other: _____
- 8.79. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 8.80. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.81. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
- 8.82. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 8.83. Evaluate the quality of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.84. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____

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Grooming and Hygiene

- 8.85. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, neatly styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.86. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.87. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 8.88. Accept assistance and participate in needed grooming and hygiene routine when preparing for work. (CL.C.2.Pa.1)
Specify: _____

9. Select and use leisure and recreation activities appropriate for the student's age and capabilities.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

Leisure Activities

- 9.1. Identify the benefits of leisure and recreational activities (e.g., help you to meet new people, relieve stress, keep mind off worries, help you to learn new things, keep you active, occupy leisure time). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 9.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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- 9.4. Identify persons, objects, tasks, and areas associated with common leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: indoor card and board games
 outdoor sports
 other: _____
- 9.5. Indicate choice of leisure activity after exploring, identifying, or being shown choices through vision, sound, touch, smell, movement, or demonstration. (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
- 9.6. Use specific knowledge and skills when completing leisure activities (e.g., taking turns, following the rules, counting the points, using tools and supplies). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: home school community
- 9.7. Occupy self for an appropriate amount of time with a preferred leisure activity. (IF.A.1.Pa.1)
- 9.8. Accept assistance with and participate in activities and tasks related to leisure activities. (IF.A.1.Pa.1)
Specify: home school community

Attending Cultural Activities and Sporting Events

- 9.9. Identify persons, objects, tasks, and areas involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: musical performances—concerts, dance performances
 theatre and plays
 celebrations—holidays, parades, festivals, exhibits
 school or professional sporting events
 other: _____
- 9.10. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production, playing on a team). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: home school community workplace
- 9.11. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: home school community

Outdoor Activities

- 9.12. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: outdoor sports—camping, hiking
 water sports—swimming, fishing, boating
 other: _____

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- 9.13. Use specific knowledge and skills when completing leisure activities involving outdoor activities (e.g., walking on a trail, following safety procedures). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 9.14. Accept assistance with and participate in activities and tasks associated with outdoor activities. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

10. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Understanding the Components of the Individual Educational Plan

- 10.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. Identify the benefits of participation in own (IEP) meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
 _____ determine present levels of performance
 _____ develop annual goals and related short-term objectives or benchmarks
 _____ assign responsibility for objectives
 _____ identify needed services, modifications, and supports
- 10.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment
 _____ instruction and continuing education
 _____ community participation
 _____ independent living
 _____ agency support
 _____ daily living skills
- 10.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

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Participating in the Development of the Individual Educational Plan

- 10.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—post-secondary training, employment
_____ post-school—living arrangements, community participation
_____ other: _____
- 10.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 10.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Special Skills Courses
Course Number: 7963130
Course Title: Unique Skills: 9-12
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate living skills that enable an individual to function as independently as possible in personal and home care and home and community living.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
- IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

PRODUCTIVE ACTIVITIES IN THE HOME AND COMMUNITY

General Food Preparation, Serving, and Storage

- 1.1. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in food preparation, serving, and storage. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—following the Food Guide Pyramid for meals and snacks
_____ serving already prepared food
_____ preparing simple cold foods—salad, sandwich
_____ preparing simple hot foods—soup, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—raw, cooked, frozen, defrosted, spoiled
_____ using adaptive devices in preparing food
_____ other: _____

- 1.2. Identify when specific activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing drinks and snacks for a group of friends; disposing of food left after preparation or dinner—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

- 1.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ home _____ school _____ community

- 1.4. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*

- 1.5. *Serve self from food containers. (Social and Personal B 14: IV)*

- 1.6. *Follow a simple recipe. (Social and Personal B 15: V)*

- 1.7. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*

- 1.8. *Identify proper storage areas for food. (Social and Personal B 17: V)*

- 1.9. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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- 1.10. Use strategies related to food preparation and storage effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal using the Food Guide Pyramid, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.11. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

Selecting and Caring for Clothing

- 1.12. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for clothing. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
 _____ washing and drying clothes, hanging or folding clothes, ironing clothes
 _____ using a washing machine and clothes dryer
 _____ determining which clothes require dry cleaning
 _____ mending clothes
 _____ organizing and maintaining clothing in closets or drawers
 _____ recognizing when clothing should no longer be worn
 _____ other: _____
- 1.13. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes to be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.14. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate heat level for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that can't be worn; organizing clothing—place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 1.15. *Perform laundry tasks. (Social and Personal F 49: V)*
- 1.16. Use strategies related to selecting and caring for clothing effectively and efficiently and on a regular basis (e.g., do laundry every weekend; put dirty clothes into separate baskets according to color; lay out clothes to wear the night before; hang matching outfits together; hang clothes together by seasonal use; make a chart with words of pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.17. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community

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Selecting Personal Living Environments

- 1.18. Identify persons, objects, tasks, and areas associated with productive activities involved in selecting personal living environments. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying types of residential alternatives
_____ selecting and planning where to live
_____ selecting and obtaining utilities and services—telephone, electricity, cable, waste removal
_____ identifying information contained in a mortgage or lease
_____ selecting and obtaining tenant or homeowner insurance
_____ identifying obligations and responsibilities associated with living independently
_____ identifying costs associated with obtaining and maintaining a house
_____ other: _____
- 1.19. Identify when specific productive activities are needed for selecting personal living environments (e.g., when moving, when renting a room, when looking for a roommate, when making a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.20. Use specific knowledge and skills when completing activities involving selecting personal living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move in and move out, fees for damage, repairs, inspections, parking spaces). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.21. Use strategies to select personal living environments effectively and efficiently (e.g., keep track of listings in classified ads, make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.22. Accept assistance with and participate in activities and tasks related to selecting a personal living environment. (IF.A.1.Pa.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 1.23. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for needed furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____

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- 1.24. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., identifying sources for purchasing furnishings and appliances, comparing prices before purchasing or leasing furniture or appliances, observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.25. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.26. Use strategies related to selecting and caring for furniture, appliances, and other personal goods effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin, keep a list of items to purchase, clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.27. Accept assistance with and participate in activities and tasks related to selecting and caring for furniture, appliances and other personal goods. (IF.A.1.Pa.1)

Household Cleaning and Maintenance of Interior Areas

- 1.28. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling items
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home
_____ maintaining a comfortable temperature in house
_____ getting assistance, if needed, for tasks
_____ other: _____

- 1.29. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled rugs; storing home cleaning supplies safely; cleaning a bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to the authorities if there is a power outage; selecting a broom, dust rag, or vacuum for cleaning; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.30. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; vacuuming floor; adjusting thermostat, changing light bulbs; unclogging drains; painting; knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

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- 1.31. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 1.32. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 1.33. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 1.34. Use strategies related to household cleaning, safety, and maintenance of interior areas effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event [check the battery in the smoke detector each time the air conditioner filter is changed]; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.35. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)
Specify: _____

Maintenance of Exterior Areas

- 1.36. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____
 identifying exterior areas and objects that need to be cleaned
 using products, tools, and supplies to perform yard care skills
 mowing lawn, weeding, raking leaves
 scheduling tasks that are done daily, weekly, monthly
 keeping sidewalk or driveway clean
 maintaining exterior, including outdoor light fixtures
 other: _____
- 1.37. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.38. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.39. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 1.40. Use strategies related to maintenance of exterior areas effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.41. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas routines. (IF.A.1.Pa.1)
Specify: _____

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Managing Money and Personal Finances

- 1.42. Identify persons, objects, tasks, and areas associated with common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ preparing weekly and monthly budgets
_____ managing and protecting personal cash
_____ using checking and savings accounts
_____ paying bills, contributing to charities
_____ using comparative shopping to make wise purchases
_____ using a credit card
_____ using an ATM or debit card
_____ paying taxes
_____ saving and investing money
_____ other: _____
- 1.43. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, calculating sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.44. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, paying taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 1.45. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 1.46. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*
- 1.47. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 1.48. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 1.49. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 1.50. Use strategies related to managing money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month.) (IF.A.1.In.1, IF.A.1.Su.1)
- 1.51. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: _____

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Citizenship

- 1.52. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ registering to vote and voting
_____ becoming knowledgeable about community leaders and elected officials
_____ learning about and obeying local, state, and federal laws
_____ other: _____
- 1.53. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with the election process, keeping informed about issues, volunteering on holidays or times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.54. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, working at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.55. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*
- 1.56. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 1.57. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 1.58. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for dates and location for voting, places to register for voting). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.59. Accept assistance with and participate in activities and tasks related to citizenship. (IF.A.1.Pa.1)
Specify: _____

Community Service Organizations

- 1.60. Identify persons, objects, tasks, and areas associated with common productive activities in the community involving service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ participating in community service organizations
_____ participating in service activities of religious organizations
_____ other: _____
- 1.61. Identify when specific productive activities in the community are needed for service groups or organizations (e.g., participating in coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.62. Use specific knowledge and skills when completing activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)

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- 1.63. Use strategies to identify productive activities in the community related to service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view videotapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.64. Accept assistance with and participate in activities and tasks related to community service groups or organizations. (IF.A.1.Pa.1)
Specify: _____

Informal Gatherings in the Community

- 1.65. Identify persons, objects, tasks, and areas associated with productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.66. Identify when specific productive activities in the community are needed for informal gatherings of community members and neighbors (e.g., when neighbors are ill, when having a block party, when celebrating a holiday). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.67. Use specific knowledge and skills when completing activities in the community involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.68. Use strategies related to identifying informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.69. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____

LEISURE ACTIVITIES AT HOME AND IN THE COMMUNITY

- 1.70. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies unstructured time). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.71. Identify general characteristics of leisure and recreational activities (e.g., individual or team activities, entertaining or relaxing, learn new things). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.72. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.73. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

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Games for Teams and Pairs

- 1.74. Identify persons, objects, tasks, and areas involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—volleyball, softball, golf, horseshoes
_____ other: _____
- 1.75. Identify the appropriate time and occasions for playing games with others (e.g., physical education class, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.76. Use specific knowledge and skills when playing games with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 1.77. Use strategies related to playing games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify games with certain times of the year [during Christmas holidays, the family enjoys playing cards]). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.78. Accept assistance with and participate in activities and tasks related to playing games with others. (IF.A.1.Pa.1)
Specify: _____

Cultural Activities and Sporting Events

- 1.79. Identify persons, objects, tasks, and areas associated with attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ musical performances—concerts, dance performances
_____ theater and plays
_____ celebrations—holidays, parades, festivals, exhibits
_____ sporting events—games, matches
_____ other: _____
- 1.80. Identify the appropriate time and occasions for attending or participating in cultural activities and sporting events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.81. Use specific knowledge and skills when completing leisure activities in the community involving attending cultural activities and sporting events (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.82. Use strategies to plan leisure activities related to cultural activities and sporting events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

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- 1.83. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____

Hobbies, Crafts, and Collections

- 1.84. Identify persons, objects, tasks, and areas associated with hobbies, crafts, and collections used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____
- 1.85. Identify the appropriate time for leisure activities involving hobbies, crafts, and collections (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.86. Use specific knowledge and skills when engaging in activities involving hobbies, crafts, and collections (e.g., creating the product involved in a craft, knowing where to obtain books to read, knowing how to operate a TV, VCR, or a radio or CD player, organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community
- 1.87. Use strategies related to hobbies, crafts, and collections effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups; get on mailing list of hobby or crafts stores that carry items of interest; watch the community calendar on local TV station; watch for flyers from community recreation centers; write dates of upcoming events on personal calendar; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.88. Accept assistance with and participate in activities and tasks associated with hobbies, crafts, and collections. (IF.A.1.Pa.1)
Specify: _____

Caring for Pets

- 1.89. Identify persons, objects, tasks, and areas associated with leisure activities involving pet care. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the pet
_____ caring for the pet—walking, feeding, training, grooming, veterinary care
_____ other: _____
- 1.90. Identify the appropriate time for activities involving pet care (e.g., when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.91. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called, exercising the pet, caring for pet's coat). (IF.A.1.In.1, IF.A.1.Su.1)

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- 1.92. Use strategies related to pet care effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.93. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
Specify: _____

Gardening and Plants

- 1.94. Identify persons, objects, tasks, and areas associated with leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting the plant or type of garden
_____ caring for the plants—fertilizing, watering, weeding, harvesting
_____ other: _____
- 1.95. Identify the appropriate time for leisure activities involving gardening and plants (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.96. Use specific knowledge and skills when completing leisure activities involving gardening and plants (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ripe, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.97. Use strategies related to gardening and plants effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.98. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
Specify: _____

Outdoor Activities

- 1.99. Identify persons, objects, tasks, and areas associated with outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ outdoor sports—camping, hiking, biking, skating
_____ water sports—swimming, diving, boating, fishing
_____ other: _____
- 1.100. Identify the appropriate time for leisure activities involving outdoor or water sports (e.g., camping, hiking, climbing—when the correct equipment is available, during a season favorable to being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.101. Use specific knowledge and skills when completing leisure activities involving outdoor or water sports (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—pitching a tent, cooking outdoors, building a fire; fishing—baiting a hook, using different lures, boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ home _____ school _____ community

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- 1.102. Use strategies related to outdoor activities and water sports effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.103. Accept assistance with and participate in activities and tasks associated with outdoor activities and water sports. (IF.A.1.Pa.1)
Specify: _____

PERSONAL CARE, HEALTH AND FITNESS

Eating

- 1.104. Identify persons, objects, tasks, and areas associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting and using dishes, glasses, and utensils properly
_____ using table manners, including cleaning up
_____ other: _____
- 1.105. Use specific knowledge and skills involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.106. Use strategies related to eating effectively and efficiently on a regular basis (e.g., keep like utensils stored together, watch what others do when selecting proper utensils, ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.107. *Feed self with spoon independently. (Social and Personal B 8: II)*
- 1.108. *Feed self independently with utensils. (Social and Personal B 9: III)*
- 1.109. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*
- 1.110. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 1.111. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ volunteer activities

Dressing

- 1.112. Identify persons, objects, tasks, and areas associated with personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting clothing for weather, occasion, and activity
_____ putting on clothing, closing fasteners
_____ taking off clothing, opening fasteners
_____ other: _____

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- 1.113. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled; when clothes need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.114. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately for the occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: home school community
- 1.115. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 1.116. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 1.117. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 1.118. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 1.119. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 1.120. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.121. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify home routines: morning after school evening
Specify school routines: arrival during day departure
Specify community routines: volunteer activities special events

Grooming

- 1.122. Identify persons, objects, tasks, and areas associated with personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: hair—shampooing, drying, combing, styling, cutting
 nails—cutting, cleaning, filing
 cosmetics—applying, removing
 shaving
 other: _____
- 1.123. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)

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- 1.124. Use specific knowledge and skills when completing grooming activities (e.g., hair—parting hair evenly, fixing hair according to style, knowing the difference between shampoo and conditioner; nails—not cutting too short, filing evenly, knowing how to clean and file; cosmetics—correctly apply makeup, use the right amount, knowing where each type of cosmetic is applied, knowing how to remove; shaving—knowing about different types of shavers, using electric razors). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.125. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.126. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ arrival _____ during day _____ departure
Specify community routines: _____ volunteer activities _____ special events

Hygiene

- 1.127. Identify persons, objects, tasks, and areas associated with personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing
 _____ dental care
 _____ using the toilet
 _____ menstrual care
 _____ other: _____
- 1.128. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed, dispose of products appropriately). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.129. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.130. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 1.131. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, and toothpaste). (Social and Personal A 6: IV)*

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- 1.132. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.133. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ arrival _____ during day _____ departure
Specify community routines: _____ volunteer activities _____ special events

Motor Control

- 1.134. Identify personal care needs involved in motor control. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____
- 1.135. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.136. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.137. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.138. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ arrival _____ during day _____ departure
Specify community routines: _____ volunteer activities _____ special events

Nutrition

- 1.139. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting food that provides optimum nutritional value
_____ maintaining, losing, or gaining weight
_____ choosing a diet that follows the Food Guide Pyramid
_____ using dietary supplements—vitamins, energy bars
_____ other: _____

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- 1.140. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.141. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks with dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.142. *Discriminate food items from nonfood items. (Social and Personal A:10: III)*
- 1.143. Use strategies related to nutrition to complete health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-lacking foods; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.144. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: _____ morning _____ after school _____ evening
Specify school routines: _____ breakfast _____ lunch _____ snack
Specify community routines: _____ eating out _____ volunteer activities

Diseases

- 1.145. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying communicable diseases and their symptoms
 _____ knowing how diseases are transmitted and their incubation periods
 _____ knowing preventative measures and ways to avoid contact
 _____ knowing possible treatments for communicable diseases
 _____ knowing about causes and symptoms of cancer, cardiovascular disease, emphysema, diabetes, and other chronic diseases
 _____ knowing how to get treatment for diseases and illnesses
 _____ other: _____
- 1.146. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.147. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.148. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)*

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- 1.149. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 1.150. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 1.151. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, use proper hygiene to avoid contact). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.152. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community

First Aid

- 1.153. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ using cardiopulmonary resuscitation (CPR)
 _____ getting help when needed
 _____ other: _____
- 1.154. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.155. Use specific knowledge and skills when completing health care activities involving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.156. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 1.157. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.158. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community

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Wellness

- 1.159. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ obtaining routine medical care, periodic check-ups
 _____ getting regular rest and exercise
 _____ maintaining a nutritious diet
 _____ taking steps to maintain a positive mental attitude
 _____ other: _____
- 1.160. Identify health care activities that are needed for wellness (e.g., creating a wellness plan; seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself; maintaining positive social contacts). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.161. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, identifying sources of stress, balancing own schedule of activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.162. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.163. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community

Tobacco, Alcohol, and Other Drug Use and Abuse

- 1.164. Identify persons, objects, tasks, and areas associated with prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
 _____ identifying physical dangers of tobacco, alcohol, and other drug abuse
 _____ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
 _____ identifying legal control of tobacco, alcohol, and other drug use
 _____ identifying the role of peer pressure
 _____ other: _____
- 1.165. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

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1.166. Use specific knowledge and skills related to tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drug abuse; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ home _____ school _____ community

1.167. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

1.168. Use strategies related to prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly; do not drink alcohol; do not smoke or chew tobacco; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

1.169. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)

Specify: _____ home _____ school _____ community

Disability Awareness and Management

1.170. Identify activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ appropriate use of equipment and assistive or adaptive devices
 _____ recognizing the need for repair or maintenance of any prosthesis
 _____ management of daily medical needs
 _____ requesting assistance with disability needs when necessary
 _____ other: _____

1.171. Use specific knowledge and skills when completing activities involving disability awareness and management (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and their implications; knowing treatment for disability and any associated problems; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ home _____ school _____ community

1.172. Use strategies related to activities involving disability awareness and management effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place; keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

1.173. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)

Specify: _____ home _____ school _____ community

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Exercise Programs

- 1.174. Identify persons, objects, tasks, and areas associated with health care activities involved in exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate exercise activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ identifying potential problems resulting from exercise programs
_____ evaluating the benefits of an exercise program
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 1.175. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.176. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.177. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.178. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community

Mental Health

- 1.179. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying emotional needs and related social behaviors
_____ identifying maladaptive behaviors and habits
_____ identifying sources of stress or anxiety
_____ determining own ability to deal with perceived causes of problems
_____ determining potential impact or results of mental health problems
_____ choosing to engage in alternate behaviors or activities to relieve problems
_____ requesting assistance with mental health needs when necessary
_____ other: _____
- 1.180. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are 'burned out'). (IF.A.1.In.2, IF.A.1.Su.2)

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- 1.181. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community
- 1.182. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.183. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)
Specify: _____ home _____ school _____ community

USING COMMUNITY RESOURCES AND TRAVEL

Using Community Services (General Process)

- 1.184. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ employment—state employment services, Vocational Rehabilitation, private agencies
 _____ housing, home maintenance—real estate agents, rental agencies, pest control
 _____ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
 _____ civil—voter registration, tax collector, license bureau
 _____ utilities—water, electric, garbage collection
 _____ communication—telephone, mail, e-mail
 _____ transportation—bus, taxi, bicycle
 _____ personal services—barber, dry cleaner, laundromat
 _____ retail stores—department stores, clothing stores, shoe stores, grocery stores
 _____ food services—restaurants, cafeterias, bakeries
 _____ financial—banks, credit unions, insurance agents
 _____ recreation, leisure, entertainment—movies, libraries, community centers
 _____ legal, advocacy—lawyers, advocacy and protection groups
 _____ educational—adult education, trade schools, community colleges, school board
 _____ emergency—police, fire, ambulance, Red Cross
 _____ other: _____
- 1.185. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 1.186. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.187. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., government agencies, family, friends, newspaper, phone book, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

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- 1.188. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.189. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ community service agencies: advantages—usually free or low cost; disadvantages—may have a waiting list, may have eligibility limitations
_____ businesses: advantages—customer service focus, convenience; disadvantages—higher cost
_____ other resources (i.e., friends, neighbors, co-workers): advantages—want to help, little or no cost; disadvantages—may have less knowledge than professionals
- 1.190. Select the community service agency, business, or other resource that will meet (or is most likely to meet) an individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.191. Locate community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.192. Identify ways of contacting community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.193. Contact community service agencies, businesses, or other resources to assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out services, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.194. Use the specific knowledge and skills that are required to obtain and benefit from a particular service related to specific needs (e.g., knowing standard rates, knowing what needs to be fixed, knowing a resources reputation, gathering documentation, requesting assistance, maintaining continued contacts if needed). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.195. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify setting: _____ home _____ school _____ community

Using Specific Community Services

- 1.196. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ hair care _____ laundromat _____ dry cleaner
_____ other: _____

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1.197. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: library parks and recreation
 public safety public health department
 other: _____

1.198. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: department stores convenience stores drug stores
 grocery stores hardware stores specialty stores
 flea markets second-hand stores garage sales
 other: _____

1.199. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: restaurants cafeterias
 fast food chains refreshment stands
 vending machines other: _____

1.200. *Use coin-operated machines. (Social and Personal H 63: V)*

1.201. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas
 skating rinks video arcades
 museums—science, arts, historical bowling alleys
 other: _____

1.202. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: banks credit unions savings and loan institutions
 other: _____

1.203. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: clinics hospitals doctor's offices
 public health department mental health and guidance clinics
 other: _____

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Mail and Telephone Services

- 1.204. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

(IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ mail—US Post Office; shipping services
_____ telephone—local provider, long distance carrier, cellular phone company
_____ e-mail—Internet service providers
_____ other: _____

- 1.205. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ writing a card or letter
_____ addressing an envelope
_____ determining and obtaining correct postage
_____ locating and using mail boxes
_____ using pickup and delivery services
_____ registering a change of address
_____ packing a box for shipping
_____ selecting and using a shipping service
_____ other: _____

- 1.206. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ knowing the function and use of telephone parts
_____ knowing the function of various signals and tones
_____ selecting correct way to dial local numbers
_____ knowing how to get assistance with telephone services
_____ using emergency numbers such as 911
_____ using adaptive telephones and telephone services
_____ using basic information numbers such as 411
_____ using pay telephones
_____ other: _____

- 1.207. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ what to say when answering the phone
_____ what to say when making a call
_____ what to say when ending a call
_____ how to maintain a phone conversation
_____ how to leave a message
_____ how to take a message
_____ other: _____

- 1.208. *Identify and use emergency number (0—911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*

- 1.209. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

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General Knowledge about Travel

- 1.210. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.211. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ cost _____ handicap accessibility
 _____ routes _____ hours of operation
 _____ convenience _____ other: _____
- 1.212. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.213. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 1.214. Select appropriate transportation for routine travel needs (e.g., financially feasible, appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

- 1.215. Identify and locate desired area in a room (e.g., find a vacant seat in a classroom; sit in student's desk in classroom, not the teacher's). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ home _____ school _____ community
- 1.216. Move to desired location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ home _____ school _____ community
- 1.217. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
Specify: _____ home _____ school _____ community
- 1.218. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ home _____ school _____ community
- 1.219. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms. (IF.A.2.Pa.2)
Specify: _____ home _____ school _____ community

Mobility in Buildings

- 1.220. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

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- 1.221. Identify and find specific locations in the home when completing functional tasks (e.g., living area, eating area, kitchen, bath, recreation area, laundry area, waste disposal area, storage area). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.222. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restrooms; video store—new releases, science fiction films, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.223. Identify and find specific locations in restaurants when completing functional tasks (e.g., nonsmoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.224. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.225. Locate a specific room, apartment, or office according to its name or number (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.226. Enter and exit buildings through appropriate doorways (e.g., attend to "In," "Out," "Enter," "No Entry," "Authorized Personnel Only," and "Exit" designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.227. Accept assistance with and participate in sequence of tasks or activities to locate desired areas in familiar buildings. (IF.A.2.Pa.2)
Specify: _____ home _____ school _____ community
- 1.228. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window). (IF.A.2.Pa.2)
- 1.229. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.230. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.231. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

- 1.232. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility or street address, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.233. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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- 1.234. Find desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.235. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades, roller skates). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.236. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.237. Practice safety procedures when walking or biking (e.g., wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.238. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock car doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.239. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Specify: _____

Using Public Transportation

- 1.240. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.241. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.242. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.243. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.244. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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2. Demonstrate social skills to respond appropriately to the environment, including the ability to build and maintain satisfactory interpersonal relationships and solve personal problems.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.
- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1 participate effectively in group situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

MAKING AND CARRYING OUT PLANS

Planning Process for Personal Goals

- 2.1. Identify personal situations that call for a plan (e.g., creating a wellness plan, moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Identify criteria to use to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ identify goal or outcome
 _____ identify needed resources
 _____ determine major tasks
 _____ schedule tasks
 _____ other: _____
- 2.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers
 _____ agencies—government agencies, religious organizations, schools
 _____ other: _____

Using Self-appraisal for Personal Goals

- 2.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, personality, social skills, performance in school, performance outside of school, performance on the job, talents, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. *Identify personal strengths and weaknesses. (Social and Personal G 59:VI)*
- 2.9. Identify how a positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

- 2.10. Identify alternatives and choices available to reach personal goals (e.g., lose weight—follow the Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, may take food decrease to an extreme; dieting benefits—clothes fit better, may decrease chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.24. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

- 2.25. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.26. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., schedule changes, unavailable resources, personal illness). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.27. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

- 2.28. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.29. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., compare to original situation, review steps taken, calculate costs in time and money). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.30. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.31. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments to plans. (IF.B.1.Pa.1)
- Specify: personal care productive activities
 leisure and recreational activities
- Specify: home school community

Career Planning Process

- 2.32. Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.33. Identify criteria to determine when a career plan is needed (e.g., long-term impact of decisions, availability of options). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.34. Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired career and lifestyle). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.35. Describe the steps to be used for making a career plan (e.g., identify goal or post-school outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.36. Identify sources of assistance for planning careers. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family members, supervisors, teachers, employers
_____ agencies—government agencies, schools, private counselors
_____ other: _____
- 2.37. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 2.38. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.39. Use self-appraisal to indicate own strengths and needs related to possible careers (e.g., certificates received, test scores, previous experiences, physical strengths, interests, talents, desires). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.40. Complete a personal appraisal to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ work history and experience
_____ physical fitness and stamina
_____ school performance
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 2.41. Complete self-appraisal to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ personal insight of capabilities—personal qualities, special needs
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 2.42. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem-solving, communication, self-management, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.43. Identify personal limitations that may affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.44. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., interests, talents, ambition, social skills, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.45. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.46. Evaluate the results of self-appraisal and other relevant assessments to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.47. Identify options available that are associated with selected careers (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.48. Identify risks associated with selected occupations and careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials, long-term future is unknown). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.49. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: accessibility
 job requirements and selection standards
 available career paths or options
 amount and type of employee training or orientation
 workplace culture, and support
 other: _____
- 2.50. Select preferred occupational and career choices for self (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs and careers that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.51. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a professional certificate). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.52. Identify goals related to immediate employment for self (e.g., type of job, location, hours, salary). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.53. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations, obtaining additional training). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.54. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or community service activities. (CL.C.1.Pa.1)
- 2.55. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: reconcile self-assessment with environmental assessment
 identify long-range alternatives
 specify short-range goals
 set priorities and prepare an action plan
 develop a contingency plan
 other: _____

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- 2.56. Identify the time, training, and resources needed to accomplish career goals (e.g., allowing several weeks to locate potential jobs, preparing a resume and application, obtaining Social Security card, knowing how to use specific types of equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.57. Identify the time, training, and resources needed to gain promotions within a specific job (e.g., completing training at a technical institution, passing a qualifying exam, getting excellent evaluations). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.58. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: make a list of tasks
 arrange list chronologically or in order of importance
 estimate time requirements for each task
 identify resources and assistance needed
 other: _____
- 2.59. Commit to complete necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.60. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.61. Undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—get help to prepare for exam, retake exam, alter career goal if necessary). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.62. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop plan to improve performance). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.63. Periodically monitor progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.64. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.65. Adapt career plan and goals in response to changing situations and requirements (e.g., if you don't get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.66. Accept assistance with and participate in expressing personal preferences and desires related to making adjustments in volunteer and workplace activities. (IF.B.1.Pa.1)
Specify: school community/workplace

PATTERNS OF CONDUCT

Independent Behaviors

- 2.67. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: self-initiation—begins tasks on own, asks for additional tasks upon completion
 self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
 self-control—manages unstructured time, controls responses to events
 self-advocacy—requests needed resources, questions practices that appear unfair
 self-esteem—sets challenging goals, says no to peer pressure
 other: _____
- 2.68. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: procrastinates—waits until the last minute to start, avoids starting at all
 dependent—waits for others to check progress
 lacks self-control—gets upset when unexpected events occur
 passive—lets others take all needed supplies
 low self-esteem—won't try new tasks, makes negative comments about self
 other: _____
- 2.69. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)
- 2.70. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 2.71. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 2.72. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.73. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.74. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: self-initiation self-management self-control
 self-advocacy self-esteem other: _____
Specify: home school community workplace
- 2.75. *Stay on task until its completion.* (Social and Personal C 20: III)
- 2.76. *Seek help and accept assistance.* (Social and Personal C 21: III)

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2.77. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

2.78. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: self-initiation self-management self-control
 self-advocacy self-esteem other: _____

Specify: home school community workplace

2.79. Accept assistance with and participate in exhibiting patterns of conduct that will increase own ability to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)

Specify: home school community workplace

Social Behaviors

2.80. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: consideration—makes polite comments, shares resources with others
 cooperation—does share of work on projects, accepts others' suggestions
 assertiveness—raises hand to participate in class, makes needs known to others
 response to humor or teasing—laughs without drawing attention, ignores
 response to criticism—makes needed changes, acknowledges others' views
 other: _____

2.81. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.2.Su.1)

Specify: lack of consideration—doesn't wait for turn, will not clean up after finished with task
 lack of cooperation—doesn't help others with task, keeps all supplies
 lack of assertiveness—lets others take over equipment
 inappropriate response to humor or teasing—makes loud noises, gets angry
 inappropriate response to criticism—takes personally, makes negative comments, gets angry
 other: _____

2.82. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

2.83. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of control by persons in the environment, lack of knowledge or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.84. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: consideration assertiveness
 response to humor or teasing response to criticism
 cooperation other: _____

Specify: home school community workplace

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- 2.85. *Cooperate with peers. (Social and Personal G 51: III)*
- 2.86. *Show respect for property of others. (Social and Personal G 52: III)*
- 2.87. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 2.88. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: consideration assertiveness
 response to humor or teasing response to criticism
 cooperation other: _____
Specify: home school community workplace
- 2.89. Accept assistance with and participate in exhibiting patterns of conduct that will promote one's ability to function effectively in a variety of social situations. (IF.B.2.Pa.1)
Specify: home school community workplace

Sexual Relationships

- 2.90. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respects partner's desires, is consistent with expectations or rules of the situation and location, uses appropriate language, makes responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.91. *Identify body parts and gender. (Social and Personal E 39: III)*
- 2.92. *Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)*
- 2.93. Identify behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.94. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of consequences of behaviors). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 2.95. Identify factors that may encourage behaviors that are not responsible and/or appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: home school community workplace
- 2.96. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.97. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection and sexual relations with others. (IF.B.2.Pa.1)
Specify: home school community/workplace

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Compliance with Laws, Rules, and Regulations

- 2.98. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol or smoking underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.99. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.100. Identify factors in situations that may encourage behaviors that are not in compliance with laws, rules, and regulations (e.g., lack of knowledge of laws, peer pressure, lack of reinforcement for complying with laws). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.101. Identify factors which indicate when non-compliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 2.102. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home school community workplace
- 2.103. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: home school community workplace
- 2.104. Accept assistance with and participate in behaviors that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
Specify: home school community/workplace

Identifying Potentially Dangerous Situations

- 2.105. Identify situations in the home that are potentially dangerous (e.g., an intruder at the door, window, or attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.106. Identify situations in the school that are potentially dangerous (e.g., fighting, running in the halls, weapons, unsupervised playing on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.107. Identify situations in the community that are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.108. Identify situations in the workplace that are potentially dangerous (e.g., exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

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- 2.109. Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.110. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, another person making threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.111. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.112. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Getting Assistance and Following Safety Procedures

- 2.113. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.114. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.115. Demonstrate ways to ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.116. Identify how to react to specific emergency situations (e.g., tornado—get under desk or in hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.117. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.118. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.119. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knobs, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 2.120. Behave in ways that comply with fire drills and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home _____ school _____ community _____ workplace
- 2.121. Identify safety procedures for adverse weather conditions (e.g., rainstorms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom or inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

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2.122. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ home _____ school _____ community _____ workplace

2.123. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)

Specify: _____ home _____ school _____ community/workplace

WORKING IN GROUPS AND ORGANIZATIONS

Working in a Group

2.124. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

2.125. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

2.126. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

2.127. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, delegating authority, taking turns, sharing materials, willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

2.128. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, working against other members). (SE.A.1.In.1, SE.A.1.Su.1)

2.129. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

2.130. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: _____ discuss the problem
_____ individually list possible causes
_____ record individual member's suggestions and clarifications
_____ discuss and verify causes
_____ implement corrective action or solution
_____ report results
_____ move to next most probable cause or solution if initial action is ineffective
_____ other: _____

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- 2.131. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.132. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.133. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.134. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for the Special Olympics, participating in fund-raisers, taking part in charities, putting together a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.135. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being trustworthy and dependable, not talking behind one another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.136. Accept assistance with and participate effectively in activities that involve groups. (SE.A.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 2.137. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

Leadership Skills

- 2.138. Identify characteristics of leaders in a group activity (e.g., uses good speaking skills, shows confidence in expressing opinions, is knowledgeable, is respected, influences group members, facilitates decisions, initiates interactions between group members). (SE.A.1.In.2)
- 2.139. Identify the effects that different kinds of leaders have on a group's productivity. (SE.A.1.In.2)
Specify: _____ supportive leaders—more participation by group members, more flexible
 _____ controlling leaders—group members may operate in fear
 _____ negligent leaders—group members may not stay on task
 _____ other: _____
- 2.140. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)
- 2.141. Identify individual styles when working in groups (e.g., leader, follower, negotiator, productive worker). (SE.A.1.In.2)

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- 2.142. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions, using group reflection). (SE.A.1.In.2)

Functioning in Organizations

- 2.143. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.144. Identify characteristics of formal organizations (e.g., structures for authority, governed by rules, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.145. Identify rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 2.146. Identify expectations of behavior within selected formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school agencies
 businesses institutions
 service organizations other: _____
- 2.147. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging schedule; dressing inappropriately; stating personal, ethical, or moral issues that may conflict with organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.148. Demonstrate behaviors that comply with existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; not causing physical harm to others; complying with dress codes; keeping tobacco, alcohol, and other drugs out of the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school community workplace
- 2.149. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal, ethical, or moral issues may conflict with the job; personal choices may conflict with moving to a new location or transferring to a new site; personal choices may conflict with rearranging work schedule; personal behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.150. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify: school community/workplace

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INTERACTING WITH OTHERS

Identifying Types of Relationships

- 2.151. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.152. Identify qualities of a positive relationship (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.153. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.154. Identify personal characteristics that makes one a good friend (e.g., does not talk negatively about the other, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.155. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.156. Identify effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

- 2.157. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.158. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.159. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.160. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.161. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.162. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.163. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone, walking away from someone). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.164. Identify behaviors and communications that compliment others (e.g., saying “Good job” or “Well done”; honoring others with rewards; commending others; giving social praise to others; applauding others; approving of others’ efforts). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.165. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.166. *Compliment others. (Language C 16: IV)*
- 2.167. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: home school community/workplace

Using Appropriate Behavior

- 2.168. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.169. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.170. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others’ well-being, supporting others’ efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.171. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.172. Initiate interactions with peers, family, co-workers, and friends (e.g., saying “Hello,” introducing yourself, asking another’s name, identifying your role in community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace
- 2.173. Use appropriate techniques to invite a peer to join a group (e.g., gain attention; check if interested; give time to consider invitation and respond; show appreciation; show understanding, if refused). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: home school community workplace

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- 2.174. Display acceptance for a person with characteristics different than one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.175. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person; help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.176. *Identify personal feelings. (Social and Personal G 54: IV)*
- 2.177. Use actions of others as social cues (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.178. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Physical Contact

- 2.179. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.180. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands, waving; displays of friendship—patting on back, shaking hands; displays of affection—giving a hug, giving a kiss, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.181. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.182. Identify responses to inappropriate physical contact from others in ways that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.183. Use effective responses to inappropriate physical contact from others (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.184. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

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- 2.185. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 2.186. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Conflict Resolution

- 2.187. Identify characteristics of human conflicts (e.g., how conflict can have both positive and negative results; how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.188. Use conflict resolution skills when faced with a problem (e.g., identifying the nature of the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.189. *Demonstrate use of strategies to resolve interpersonal difficulties.*
(*Social and Personal G 60: VI*)
- 2.190. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.In.1)
- 2.191. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.In.1)
- 2.192. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.In.1)
Specify: _____ home _____ school _____ community _____ workplace

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3. Demonstrate learning skills to acquire knowledge by study and experience.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

USING INFORMATION

Sounds

- 3.1. Identify the meaning of various environmental sounds (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informational—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ alerting ___ warning ___ informational
 ___ other: _____
- 3.2. Identify the meaning of various telephone signals (e.g., busy signal, dial tone, ring, flashing light, fax connection). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.3. Identify the source or location of various sounds (e.g., where a knock is coming from, the room where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.4. *Locate a sound source. (Language A 2: 1)*
- 3.5. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)
Specify: ___ turn head ___ move toward stimuli
 ___ move eyes ___ change facial expression
 ___ change vocalization ___ other: _____
- Specify type of stimuli:
___ voice ___ touch ___ object/picture
___ smell ___ taste ___ sound
___ light ___ other: _____
- 3.6. *Respond to a voice or environmental sound. (Language A 1:1)*
- 3.7. Use a consistent response to stimuli that are part of a daily routine (e.g., get ready to leave when the bell rings). (CL.B.1.Pa.1)
Specify stimuli: _____
Specify expected response: _____

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Gestures and Actions

- 3.8. Identify the meaning of common gestures and other nonverbal language.
(CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ gestures—stop, come here, wave, raise hand, okay
_____ body language—outstretched hand means shake hands, raised fist means anger
_____ facial expressions—smile, scowl, grimace
- 3.9. Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)
- 3.10. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)
- 3.11. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.12. *Imitate or approximate words. (Language A 4: II)*

Persons, Objects, Areas, and Locations

- 3.13. Identify persons, objects, and locations when completing productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard).
(CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ cooking—measuring cups, measuring spoons, pots, pans
_____ laundry—washer, dryer, detergent, bleach, stain remover
_____ yard work—rake, lawn mower, shovel, hose
_____ home repair—hammer, wrench, drill, plunger
_____ other: _____
- 3.14. Identify persons, objects, and locations when completing workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ office—fax machine, copy machine, calculator, envelopes, stamps, desk
_____ food service—trays, drink machine, sugar caddies, refrigerator
_____ for employees—time card, locker, mailbox, files, uniform
_____ maintenance—broom, waste basket, cleaning supplies
_____ other: _____
- 3.15. Identify persons, objects, and locations when completing school activities (e.g., in class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ in class—desks, chalkboard, reference books, computers
_____ food service—trays, drink containers, waste baskets, cafeteria
_____ for students—folder, locker, textbook, workbook, restrooms
_____ general areas—media center, gymnasium, guidance office
_____ other: _____

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- 3.16. Identify persons, objects, and locations when completing productive activities in the community (e.g., banking, picking up dry cleaning, grocery shopping, voting). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—teller, window, deposit stubs
_____ shopping—stores, cash register
_____ eating out—restaurant, cashier, table, menu
_____ post office—clerk, mail boxes, stamps, mail slots
_____ using the library—card catalogue, reference books, periodicals
_____ other: _____
- 3.17. Identify persons, objects, and locations when completing leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ crafts or hobbies _____ outdoor activities
_____ sports _____ entertainment _____ other: _____
- 3.18. Accept assistance with and participate in recognizing and relating to familiar objects used in routine productive activities (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
- 3.19. Participate in identifying an object in a familiar place (e.g., spoon beside plate, lamp by bed). (CL.B.1.Pa.1)
Specify method: _____ point _____ look at
_____ vocalize _____ reach or grasp
_____ other: _____
- 3.20. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)
Specify: _____

Pictures

- 3.21. Identify household objects pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ furniture _____ appliances _____ interior design
_____ supplies _____ entertainment _____ other: _____
- 3.22. Identify persons, objects, and locations in the community pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ landmarks
_____ persons _____ other: _____
- 3.23. Identify persons, objects, and locations pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.24. Identify persons, objects, and locations for leisure activities pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)

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- 3.25. Identify persons, objects, and locations in the workplace pictured in books, manuals, or workplace materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.26. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 3.27. *Identify information from a picture. (Reading A 4: IV)*
- 3.28. *Describe pictures or objects. (Language C 24: III)*
- 3.29. Identify information obtained from a video recording of a situation (e.g., news footage, movie, instructional video). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols and Icons

- 3.30. Identify the meaning of symbols and icons on appliances, equipment, or controls when completing functional activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cooking _____ laundry _____ cleaning
 _____ plumbing _____ yard care _____ heating and cooling
 _____ other: _____
- 3.31. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing functional activities in the workplace (e.g., on, off, start, +, -, =). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ duplicating _____ cash register _____ calculator
 _____ construction _____ food preparation _____ cleaning
 _____ other: _____
- 3.32. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing leisure activities (e.g., using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ on, off, start _____ do not use, out of order
 _____ height requirements _____ settings—fast, slow
 _____ directional symbols _____ other: _____
- 3.33. Identify the meaning of symbols and icons used on signs for buildings and public facilities when completing functional activities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ up, down _____ men, women
 _____ accessible entrance _____ other: _____
- 3.34. *Recognize information communicated by common signs and symbols. (Reading A 1: III)*
- 3.35. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)*

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- 3.36. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community used in functional activities (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: order here cashier
 no food or drink allowed no smoking
 cost of admission hours of operation
 wait to be seated shirt and shoes required
 other: _____

- 3.37. Identify the meaning of road signs encountered in functional activities (e.g., one-way street, U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: stop one way right turn
 speed limit no U-turn other: _____

- 3.38. Identify the meaning of symbols and icons used in safety and warning signs when completing functional activities in all areas (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: no smoking, danger, poison
 do not use near water
 for outside use only
 shock, uses grounded outlets, 220 volts only
 other: _____

- 3.39. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Letters and Numerals

- 3.40. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a “P”). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: a-z _____

- 3.41. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

- 3.42. Identify numerals when completing functional tasks (e.g., locating a phone number, reading a thermometer, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

- 3.43. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

- 3.44. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: coins: penny nickel dime quarter
 dollars: one five ten twenty fifty

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- 3.45. Identify the correct value of stamps to use when mailing items (e.g., sending a birthday card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: post cards letters packages
 other: _____
- 3.46. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: date due expiration date date posted
 other: _____

Word Identification Strategies

- 3.47. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lower case letters, recognizing visual forms of words in handwriting and print, determining letter/sound relationships, distinguishing individual words within phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.48. Use phonics to identify the pronunciation of unknown words when completing functional tasks (e.g., identifying an unknown word in a textbook assignment, sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: consonants vowels blends
 patterns syllables other: _____
- 3.49. Use structural analysis to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: compound words prefix suffix
 other: _____
- 3.50. Use the context of the sentence to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: examples direct explanations or definitions
 synonyms other: _____
- 3.51. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 3.52. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words when completing functional tasks (e.g., looking up a word in a newspaper article, clicking on the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: printed dictionary electronic dictionary
 person other: _____

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Personal Identification

- 3.53. Identify own personal information when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at a building). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: name address
 phone number date of birth
 Social Security number emergency contact
 parents or guardian other: _____
- 3.54. Locate personal identification cards when completing functional tasks (e.g., cashing a check, gaining entry into health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: Social Security card driver license
 photo identification card cash checking card
 store or membership card other: _____
- 3.55. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)
Specify: turn head move toward voice
 move eyes change facial expression
 change sounds vocalize response
 make gesture other: _____
- 3.56. *Respond to own name. (Language B 5: I)*
- 3.57. *Identify own first name in manuscript. (Reading A 3: III)*
- 3.58. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

Frequently Used Words

- 3.59. Identify the meaning of frequently used words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: common words and expressions opposite concepts
 category concepts directional concepts
 temporal concepts other: _____
- 3.60. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 3.61. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 3.62. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 3.63. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*

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- 3.64. *Read and comprehend frequently used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 3.65. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 3.66. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: first-nth _____
- 3.67. *Read number words, zero to ten. (Mathematics B 11: V)*
- 3.68. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

School Information

- 3.69. Identify the meaning of words related to school activities when completing functional tasks (e.g., participating in field day or a pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.70. Identify the meaning of words related to specific courses in school when completing functional tasks (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ English or language arts _____ mathematics _____ science
 _____ social studies _____ physical education _____ health
 _____ the arts _____ applied technology
 _____ other: _____
- 3.71. Identify the meaning of vocabulary when completing academic tasks (e.g., matching, multiple choice, laboratory, final exam, quiz, pop quiz, test, homework, activity). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.72. Identify the meaning of words on school-related forms when asked to provide the correct information. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ class registration—course number, instructor's name
 _____ field trip—permission, destination, arrival, departure
 _____ library request—title, author, due date, year of publication
 _____ other: _____
- 3.73. Identify information located on personal records and reports in school. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ report cards _____ progress reports
 _____ health records _____ Individual Educational Plans
 _____ other: _____

Personal Care Information

3.74. Identify the meaning of words related to productive activities in the home when completing functional tasks (e.g., finding the right cleaning tool, following recipes, selecting a snack, washing clothes). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: housekeeping—vacuum, disinfect, ammonia
 cooking—stove, ingredients, boil, simmer
 laundry—washer, detergent, dryer, iron
 other: _____

3.75. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify size brand name price
 fabric washing and drying instructions
 other: _____

3.76. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutrition information). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: weight volume
 preparation directions storage requirements
 expiration date nutrition information
 serving and portion information other: _____

3.77. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for school; managing finances; maintaining cleanliness of clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: personal hygiene—brush teeth, floss teeth, shower, shave
 finances—balance checkbook, deposit money, budget
 maintain clothes—wash, dry clean, hang, mend
 purchasing items—discount, sale, tax, charge
 paying bills—balance, overdue balance, late fee, due date
 other: _____

3.78. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: directions for use dosage warnings
 expiration date storage antidotes
 prescription and renewal information
 other: _____

3.79. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, using a product). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: directions for use
 safety precautions—this end up, open other side, fragile
 storage—store in dry place, keep from freezing
 warranty information
 other: _____

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Community Information

- 3.80. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., registering to vote, completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking—withdrawal, deposit, account number, debit, balance
_____ library—library card, check out, due date, late charge
_____ voting—election, party, candidate, voter's registration
_____ other: _____

- 3.81. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ north, south, east, west
_____ Interstate highway, road, street, route
_____ speed limit, map, exit, traffic signals, railroad crossing
_____ airfare, bus ticket, departure gate, arrival time, flight number
_____ other: _____

Workplace Information

- 3.82. Identify the meaning of words related to workplace activities when completing functional tasks (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ work hours—starting time, break, time card
_____ dress code—uniform, grooming
_____ locations—reception areas, parking, restrooms
_____ equipment—storage, maintenance, repairs, supplies
_____ other: _____

- 3.83. Identify the meaning of words found on workplace equipment, tools, and supplies when completing functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office or home, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ directions for use and storage _____ repair and maintenance
_____ safety precautions _____ replacement information
_____ other: _____

- 3.84. Identify the meaning of information found on written announcements and memos that must be recorded when completing functional tasks (e.g., putting a date on an office calendar, using a personal calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ meeting announcements _____ important dates
_____ procedure changes _____ other: _____

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Leisure Information

- 3.85. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ hobbies _____ other: _____
- 3.86. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., card games, board games, water sports, bicycling, fishing). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations

- 3.87. Identify abbreviations for measurement units when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ linear—in., ft., mi., m. _____ area—sq. ft., sq. yd., sq. mi.
_____ weight—oz., lb., g. _____ volume—c., l., tsp., tbsps., gal.
_____ time—min., hr., Tues., Dec. _____ other: _____
- 3.88. Identify abbreviations for locations when completing functional tasks (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ streets—Rd., Blvd. _____ states—FL, CA
_____ post office—PO _____ buildings—Apt.
_____ countries—USA, UK _____ other: _____
- 3.89. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information by overnight or next-day mail, reading articles in the newspaper, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ medical organizations—HMO—Health Maintenance Organization
_____ government agencies—DS—Developmental Services, VR—Vocational Rehabilitation
_____ mail services—UPS—United Parcel Service, USPS—United States Postal Service
_____ other: _____
- 3.90. Identify abbreviations for titles when completing functional tasks (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal—Mr., Ms. _____ degrees—Ph.D., M.A., B.S.
_____ professional—C.P.A., M.D. _____ other: _____
- 3.91. Identify abbreviations and acronyms for information sources and mass media when completing functional tasks (e.g., locating a radio or television station in the newspaper, locating a web address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ radio—WFSU _____ television—WPBS
_____ web addresses—www.firm.com

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Following Directions

- 3.92. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
 _____ follow a diagram _____ use a cue card or check list
 _____ make a list _____ other: _____
- 3.93. Use strategies to remember and understand written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ read aloud _____ paraphrase
 _____ make a drawing or diagram _____ other: _____
- 3.94. Use strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
 _____ write directions _____ make a drawing or diagram
 _____ other: _____
- 3.95. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ verbalize key features or steps
 _____ break into smaller components for practice
 _____ practice with physical guidance
 _____ practice with verbal cueing
 _____ other: _____
- 3.96. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list for moving, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.97. Identify the meaning of instructions found on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.98. Identify the meaning of directions used with school assignments and tasks (e.g., explaining your reasoning, filling in the blanks, solving the problems). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.99. Follow package or manual directions for assembling products used in the home (e.g., use small appliances, assemble furniture, use equipment for recreation). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.100. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration

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- 3.101. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity—coastal cleanup; participating in a fund-raiser; using the community pool, gym, park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.102. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participating in aerobics, strength training, walking, running). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.103. Follow directions when completing school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.104. Follow directions to complete workplace tasks (e.g., serve customers, stock shelves, assemble parts, repair motors, write correspondence, file documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.105. Follow directions to complete leisure activities (e.g., crafts and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card games, board games, video games). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.106. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.107. Participate in responding appropriately to routine directions (e.g., request to turn over, stop now). (CL.B.1.Pa.1)
Specify setting: _____ home _____ school _____ community
- 3.108. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.109. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.110. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.111. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 3.112. *Follow written directions with one-step. (Reading C 11: V)*
- 3.113. *Follow written directions with two-steps. (Reading C 13: VI)*

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3.123. Use strategies to identify relevant information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment; personal care—identifying temperature to set oven, identifying family member’s schedule; leisure—checking rules of a game, checking scores of sports events). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ match to a list of key information—dates, names, locations
_____ match to questions to be answered
_____ scan chapter titles and subtitles for specific words or phrases
_____ other: _____

3.124. Use strategies to identify unnecessary information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal care—telling someone about a news story about a new health treatment; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ asking yourself “How does this fit?”
_____ asking yourself “Is it needed?”
_____ comparing to similar examples or a model
_____ other: _____

3.125. *Determine the order of events in a paragraph. (Reading C 10: V)*

3.126. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*

3.127. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*

3.128. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ who, what, when, and where? _____ how and why?
_____ other: _____

3.129. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)

3.130. Use strategies to relate and integrate new information with prior knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one situation to another). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ identify common elements or situations
_____ distinguish what is different
_____ relate new information to concepts already understood
_____ other: _____

3.131. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)

3.132. Predict outcomes or meaning of information based on previous knowledge to increase understanding (e.g., This is a story like ...). (CL.B.1.In.2, CL.B.1.Su.2)

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3.133. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

3.134. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: make mental pictures create an analogy
 make an association other: _____

Evaluating Accuracy

3.135. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: bank statements bills
 receipts checkbook
 invoices other: _____

3.136. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few errors, catch math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: answers to tests class assignments
 other: _____

3.137. Evaluate the accuracy of business materials to complete functional tasks (e.g., be sure that contract information is complete, check to make sure that forms are filled out correctly and completely, turn in a report with no errors). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: forms contracts advertising
 other: _____

3.138. *Distinguish between true and false statements. (Reading E 19: V)*

3.139. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: identify exaggeration identify accuracy
 evaluate realism other: _____

3.140. *Distinguish between fact and opinion in sentences. (Reading E 20: VI)*

3.141. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*

Organizing Information

3.142. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)

Specify: chronological alphabetical categorical
 by size by topic or subject hierarchical/outline
 other: _____

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- 3.143. Choose format for organization based on proposed use of information. (CL.B.1.In.3)
Specify: chronological alphabetical categorical
 by size by topic or subject hierarchical/outline
 other: _____
- 3.144. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 3.145. Organize information alphabetically when completing functional tasks (e.g., filing for later reference to return an item, listing names in order). (CL.B.1.In.3)
- 3.146. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 3.147. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 3.148. Locate an item by category when completing functional tasks (e.g., finding a telephone number in the Yellow Pages, finding a recipe for cookies). (CL.B.1.In.3)
- 3.149. Organize clothes in dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)
- 3.150. Sort items by color when completing functional tasks (e.g., putting away clean clothes, towels, or dishes; organizing closets, cabinets, or linen closets; getting ready to wash clothes). (CL.B.1.In.3)
- 3.151. Sort items into matching pairs when completing functional tasks (e.g., folding clean clothes, organizing jewelry box, putting away shoes). (CL.B.1.In.3)
- 3.152. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)
- 3.153. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 3.154. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information). (CL.B.1.In.3)
- 3.155. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying a bill payment, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.156. Organize items chronologically when completing functional tasks (e.g., filing for later reference to return an item, verifying a deposit or withdrawal, verifying a bill payment). (CL.B.1.In.3)
- 3.157. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.3)
Specify: personal calendar school workplace

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- 3.158. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)
- 3.159. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)
- 3.160. Organize information by topic or subject when completing functional tasks (e.g., putting together notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 3.161. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)
- 3.162. *Sort like objects. (Social and Personal C 19: II)*
- 3.163. Organize items numerically (e.g., page numbers, outlines, ages). (CL.B.1.In.3)
- 3.164. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)
- 3.165. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)
- 3.166. Identify main ideas and facts by summarizing or taking notes of selected lectures, reading materials, and media productions. (CL.B.1.In.3)

Using Table of Contents, Menus, Indexes

- 3.167. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, researching information for an academic report, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles, index
 _____ magazines—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 3.168. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 3.169. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.170. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

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Directories

- 3.171. Find a person's name, address, and phone number in the white pages of the telephone book when completing functional tasks (e.g., finding a friend's telephone number, finding an address for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.172. Find the name, address, and phone number of businesses and agencies in the Yellow Pages of the telephone book when completing functional tasks (e.g., obtaining information about the type of food or location when planning to go out to eat, finding the phone number of the Social Security office). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.173. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone services, calling a government agency, identifying a number not located in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ emergency numbers _____ dialing assistance
_____ telephone service assistance _____ community information
_____ other: _____
- 3.174. Find the phone number and address of community resources in a directory when completing functional tasks (e.g., obtaining address of a specific location—parks, libraries, churches; obtaining an address to mail a letter). (CL.B.1.In.1, CL.B.1.Su.1)

General Information Resources

- 3.175. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ newspaper _____ magazine _____ television
_____ radio _____ people
_____ Internet resource _____ other: _____
- 3.176. Identify types of information found in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ almanac—weather-related information, crop information
_____ atlas—road maps, distance charts, state capitals, population
_____ dictionary—definitions, spelling, syllable breakdown
_____ encyclopedia—general information by subject
_____ other: _____
- 3.177. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, picking someone up from the airport, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ type of information—destinations, schedules, reservations, cost
_____ source of information—travel agent, private or commercial carriers, Internet
_____ other: _____
- 3.178. Identify sources to obtain information on leisure activities (e.g., special weekend sections of the newspaper, magazines, Internet, persons). (CL.B.1.In.1, CL.B.1.Su.1)

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- 3.179. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VI)*
- 3.180. *Identify the appropriate source to obtain information on goods and services (e.g., newspaper, telephone directory, media). (Reading F 26: VI)*

Consumer Information

- 3.181. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.182. Identify information related to financial services when managing personal finances (e.g., warranties and guarantees—consumer and product protection; deposit slips and withdrawal slips—transfer of funds). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.183. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.184. Identify sources to obtain information about restaurants (e.g., location, type of food served, days and hours of operation, reservation policy). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ newspapers _____ magazines _____ Internet
 _____ Yellow Pages _____ friends or family _____ other: _____
- 3.185. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ radio, TV _____ newspapers _____ posters, flyers
 _____ other: _____
- 3.186. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services, products, or space are received. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ length of term _____ cost per month _____ extra charges
 _____ limits _____ other: _____

Advertisements and Instructions

- 3.187. Locate consumer information in the newspaper when completing functional tasks (e.g., looking for a job, clipping coupons, locating sale items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ sports _____ recreational activities
 _____ special features or articles _____ advertisements
 _____ classified ads _____ other: _____
- 3.188. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.189. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)

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- 3.190. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, concerts, movies, library events or speakers). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.191. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.192. Use information found in classified ads and advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ find a job, place to live, car to buy, furniture, pet
 _____ sell a house, locate lost pet, advertise a garage sale
 _____ other: _____
- 3.193. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.194. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities when completing functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

- 3.195. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.196. Identify the meaning of simple graphs when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ bar graphs _____ pie chart _____ tables
- 3.197. Identify information contained in graphics used in the workplace when completing functional tasks (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ blueprints _____ floor plans _____ diagrams
 _____ other: _____
- 3.198. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

Maps

- 3.199. Identify the meaning of information provided by map symbols when completing functional tasks (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ roads _____ rivers, lakes _____ cities and towns
 _____ mileage _____ direction _____ airports, parks
- 3.200. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

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- 3.201. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ roads, highways _____ cities, towns _____ mileage
 _____ other: _____
- 3.202. Find specified geographic areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ city, state map _____ atlas _____ other: _____
- 3.203. Identify routes of travel between specified locations using a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

EXPRESSING INFORMATION

Writing and Handwriting

- 3.204. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ handwriting _____ typewriter _____ word processor
 _____ braille—including braillewriter, slate, and stylus
 _____ other: _____
- 3.205. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 3.206. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 3.207. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signatures). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ style—manuscript or cursive _____ letter formation
 _____ spacing _____ orientation
 _____ size _____ other: _____
- 3.208. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ letters _____ reports _____ forms
 _____ charts _____ other: _____

Personal Information

- 3.209. Produce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address
 _____ phone number _____ date of birth
 _____ Social Security number _____ emergency contact
 _____ parents or guardian _____ other: _____

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- 3.210. *Express self-identity by telling first name. (Language C 17: II)*
- 3.211. *Express self-identity by telling full name. (Language C 22: III)*
- 3.212. *Reproduce own first and last name. (Writing A 1: IV)*
- 3.213. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 3.214. Determine information needed to complete forms in order to have the proper personal documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 3.215. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 3.216. Write needed information accurately on forms. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ personal information—name, address, phone, birth date
 _____ sex—male/female
 _____ race—White, Hispanic, Black, Asian, Native American
 _____ marital status—single or married
 _____ employment—employed or self-employed
 _____ other: _____
- 3.217. Accurately complete application forms for specified purposes (e.g., obtaining a driver's license, obtaining a job, seeking entrance to a school or program, applying for medical benefits, buying insurance coverage). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ driver's license _____ employment _____ admission
 _____ public assistance _____ other: _____
- 3.218. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 3.219. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 3.220. Accurately complete forms related to financial management to complete functional tasks (e.g., receive a loan, obtain a credit card, apply for insurance). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ credit card _____ loan application _____ bank account
 _____ checks _____ deposit slips _____ product warranty
 _____ other: _____
- 3.221. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 3.222. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 3.223. Accurately complete order forms to accomplish functional tasks (e.g., order merchandise from a catalogue, order merchandise from the Internet, order free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)

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3.224. *Complete simple order blanks. (Writing D 14: VII)*

Making Lists

3.225. Write lists for shopping to complete functional tasks (e.g., Christmas gift list, list of tapes or CDs to purchase, list of items needed for a recipe, list of party items). (CL.B.2.In.1, CL.B.2.Su.1)

3.226. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: _____ daily or weekly—grocery shopping, bank deposit, clean house, pick up dry cleaning
_____ monthly or quarterly—balance checkbook, get oil change, have hair cut, clean closets
_____ specific activities—get ready to move, complete work activities
_____ other: _____

Giving Directions

3.227. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)

- Specify: _____ home _____ school _____ community

3.228. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)

- Specify: _____ school task—how to look up a reference, how to dress for physical education
_____ work task—how to use the cash register, how to fill out a leave form
_____ personal task—how to use a microwave, how to put away groceries
_____ leisure task—how to pack for vacation, how to take care of a pet

3.229. *State steps to complete a task. (Language C 31: VI)*

Organizing Communications

3.230. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: _____ what is the intent—objectives, target audience, purpose
_____ what components are needed—introduction, body, summary
_____ how should the information be organized
_____ what formatting should be used—layout, text, use of graphics
_____ other: _____

3.231. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a time frame, tell a story).

(CL.B.2.In.2, CL.B.2.Su.2)

- Specify: _____ brief descriptions _____ letters
_____ stories _____ essays
_____ reports _____ other: _____

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3.232. Create documents or written communications that emphasize main ideas and relevant supporting details (e.g., summarize desired career goals; paraphrase a conversation with the teacher; write an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: sentences paragraphs essays
 reports other: _____

3.233. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: easy/difficult specific/general
 least important/most important cause and effect
 other: _____

3.234. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: daily events daily tasks
 checks and deposits other: _____

3.235. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: report summary
 letter of complaint other: _____

3.236. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community-based experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: article report letter
 story essay message
 other: _____

Formatting

3.237. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: note or e-mail—give a friend directions, let your family know that you will be late
 memo—announce an event to your co-workers at the office
 letter—friendly, complaint, request, application
 message—let a family member know that someone called
 report—report results, identify current status of project
 other: _____

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- 3.238. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ note _____ memo/e-mail _____ letter
 _____ brief description _____ report _____ cards and invitations
 _____ other: _____
- 3.239. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail to paper; write a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ caller's name _____ date _____ who they represent
 _____ time _____ phone number _____ message
 _____ other: _____
- 3.240. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*
- 3.241. Use proper form when writing a letter. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ return address _____ inside address _____ greeting
 _____ body _____ closing _____ signature
 _____ business letter _____ friendly letter
- 3.242. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ return address _____ name and address
- 3.243. *Write a letter and address an envelope. (Writing D 12: VI)*

Writing Process

- 3.244. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ organize ideas _____ write first draft _____ revise and edit
 _____ write final copy _____ other: _____
- 3.245. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ spelling _____ grammar
 _____ word usage _____ formatting—margins, spacing
 _____ sentence structure _____ other: _____
- 3.246. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*
- 3.247. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ unity and cohesiveness—words, phrases, and sentences agree and work together
 _____ content—no irrelevant details
 _____ organization—logical order
 _____ style—no run-on sentences or unintentional fragments
 _____ formatting—margins, spacing, legibility
 _____ other: _____

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- 3.248. Use complete sentences to express desired information. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ simple _____ compound
 _____ complex _____ compound/complex
- 3.249. *Write simple sentences. (Writing D 10: V)*
- 3.250. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 3.251. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ select the kind of sentence _____ think about the meaning
 _____ think about the words _____ review the sentence when finished
 _____ other: _____
- 3.252. Use forms of verbs and nouns that follow standard English conventions for grammar. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ nouns—singular and plural, possessive
 _____ verbs—present, past, and future tenses, infinitive
 _____ subject-verb agreement
- 3.253. Use parts of speech appropriately when expressing information in complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ nouns _____ pronouns _____ verbs
 _____ adverbs _____ adjectives _____ prepositions
 _____ conjunctions
- 3.254. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ proper nouns _____ pronoun "I" _____ acronyms
 _____ abbreviations _____ first word of sentence _____ greeting/closing
 _____ titles _____ other: _____
- 3.255. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 3.256. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)*
- 3.257. Use correct ending punctuation in sentences in preparing written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ period _____ question mark _____ exclamation point
- 3.258. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ comma—words in a series, compound sentence, address, date, greeting and closing
 _____ apostrophe—contraction, possession
 _____ quotation marks—direct quotation, titles, words used in a special sense
 _____ semi-colon—phrases in a series with commas
 _____ other: _____

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- 3.259. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)
- 3.260. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)
- 3.261. Use correct spelling in preparing written communications (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)
- 3.262. Use correct spelling for acronyms and abbreviations when completing functional tasks (e.g., abbreviations—St., Blvd., lb., in., yd.; acronyms—RAM, CD-ROM, RFP, COD). (CL.B.2.In.1, CL.B.2.Su.1)
- 3.263. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: spelling dictionary specialized electronic aid
 people spell-check utility in software program
 other: _____
- 3.264. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)

Expressive Language

- 3.265. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)
- 3.266. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CL.B.2.Pa.1)
Specify method: vocalize or gesture verbalize or sign
 assistive or augmentative device look at person
 other: _____
- 3.267. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

MATHEMATICAL CONCEPTS AND PROCESSES

Quantitative Concepts

- 3.268. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.269. Distinguish between all, some, and none. (Mathematics A 1: III)
- 3.270. Identify one and one more. (Mathematics A 2: III)

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- 3.271. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify: home school community
- 3.272. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 3.273. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: vocalize indicating enough or more
 gesture indicating enough or more
 point to "stop" or "more" on communication board
 other: _____

Whole Numbers

- 3.274. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: to 10 to 100 to 1000
 to 10,000 to 100,000 other: _____
- 3.275. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 3.276. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*
- 3.277. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to 10 to 100 to 1000 other: _____
- 3.278. *Count from 1 to 5. (Mathematics B 8: III)*
- 3.279. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: by 2s by 5s by 10s by 100s
- 3.280. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 3.281. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: to 10 to 100 to 1,000
 to 10,000 to 100,000

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3.282. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rates of rentals for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: to 10 to 100 to 1,000
 to 10,000 to 100,000

3.283. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: first, middle, last to 5th to 10th to 100th

3.284. *Identify the first and last member of a group of objects. (Mathematics A 3: III)*

3.285. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*

3.286. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

3.287. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.2, CL.B.2.Su.2)

Specify range: 0-n _____

3.288. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

3.289. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.2.In.1, CL.B.2.Su.1)

Specify range: first-nth _____

Place Value

3.290. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.1, CL.B.3.Su.1)

Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths

3.291. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers: 1s 10s 100s
 1000s 10,000s 100,000s
Specify decimals: tenths hundredths thousandths

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Fractions and Decimals

3.292. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring $\frac{1}{3}$ cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: halves thirds fourths fifths
 sixths eighths tenths twelfths

3.293. *Identify halves and fourths of an area. (Mathematics J 74: V)*

3.294. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., doubling a recipe, measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

3.295. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: $\frac{1}{2} = .50$ $\frac{1}{4} = .25$ $\frac{3}{4} = .75$
 $\frac{1}{3} = .33$ $\frac{2}{3} = .67$ other: _____

3.296. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

3.297. Write numerals with decimals when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.2, CL.B.2.Su.2)

Specify range: 0-n _____

3.298. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify range: 0-n _____

3.299. Write numerals with fractions when completing functional tasks (e.g., making a building plan). (CL.B.2.In.2, CL.B.2.Su.2)

Specify range: 0-n _____

Using Estimation

3.300. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils in a packet to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

3.301. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill the tank, estimating the hourly rate of speed). (CL.B.3.In.2, CL.B.3.Su.2)

3.302. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

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- 3.303. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, TV, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.304. Estimate the solution to problems involving time (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.305. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.306. Estimate the solution to problems involving weight when accomplishing functional tasks (e.g., estimating how much fruit is needed, estimating weight of food when dieting, estimating weight that can be lifted when exercising). (CL.B.3.In.2, CL.B.3.Su.2)

Addition

- 3.307. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.308. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.309. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping
Specify method:
 mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____
- 3.310. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 3.311. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 3.312. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 3.313. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 3.314. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

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- 3.315. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
Specify method:
 _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 3.316. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*
- 3.317. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 3.318. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VI)*
- 3.319. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.320. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border needs to be cut to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ like denominators _____ unlike denominators _____ mixed numbers
- 3.321. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

Subtraction

- 3.322. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.323. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.324. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
 _____ decimals _____ fractions, mixed numbers
 _____ without regrouping _____ with regrouping
Specify method:
 _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 3.325. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*

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- 3.326. *Subtract a 2-digit number from a 2-digit number without regrouping.* (Mathematics D 24: V)
- 3.327. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics D 25: V)
- 3.328. *Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping.* (Mathematics D 27: VI)
- 3.329. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping.* (Mathematics D 28: VI)
- 3.330. *Subtract a 3-digit number from a 3-digit number with regrouping.* (Mathematics D 29: VII)
- 3.331. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping.* (Mathematics D 30: VII)
- 3.332. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ single digit _____ multiple digits
 _____ without regrouping _____ with regrouping
Specify method:
 _____ mentally _____ uses a table or chart
 _____ uses counters or tallies _____ uses an abacus
 _____ uses a calculator _____ other: _____
- 3.333. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing the checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.334. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ like denominators _____ unlike denominators _____ mixed numbers

Multiplication

- 3.335. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign \times). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.336. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

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3.337. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: single digit multiple digits
 decimals fractions, mixed numbers
 without regrouping with regrouping

Specify method:

mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

3.338. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.339. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.340. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: single digit multiple digits
 without regrouping with regrouping

Specify method:

mentally uses a table or chart
 uses counters or tallies uses an abacus
 uses a calculator other: _____

3.341. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

3.342. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

3.343. Multiply numbers with fractions to accomplish functional tasks (e.g., calculating how many square yards for new carpet, determining overtime if salary equals time and one-half). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: like denominators unlike denominators mixed numbers

Division

3.344. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign $[\div]$). (CL.B.3.In.1, CL.B.3.Su.1)

3.345. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of years). (CL.B.3.In.1, CL.B.3.Su.1)

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3.346. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ single digit _____ multiple digits
 _____ decimals _____ fractions, mixed numbers
 _____ without regrouping _____ with regrouping

Specify method:

_____ mentally _____ uses a table or chart
_____ uses counters or tallies _____ uses an abacus
_____ uses a calculator _____ other: _____

3.347. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

3.348. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit _____ multiple digits
 _____ without remainders _____ with remainders

Specify method:

_____ mentally _____ uses a table or chart
_____ uses counters or tallies _____ uses an abacus
_____ uses a calculator _____ other: _____

3.349. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

3.350. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

3.351. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many tiles needed for a border). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ like denominators _____ unlike denominators
 _____ mixed numbers

3.352. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

Ratio, Proportion, and Percent

3.353. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

3.354. Identify situations in daily living when percent is used (e.g., calculating grade percentages, interest rate, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

3.355. Identify the decimal equivalent of a percent to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, calculating 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

3.356. Identify the fraction equivalent of a percent to accomplish functional tasks (e.g., reading discounts, identifying amount of growth). (CL.B.3.In.1, CL.B.3.Su.1)

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- 3.357. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50%$, $1/4 = 25%$).* (Mathematics J 75: VI)
- 3.358. Write numerals with percents when completing functional tasks (e.g., listing the discount on items). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n _____
- 3.359. Solve problems involving percents when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.360. Identify the meaning of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.361. Identify situations in daily living when ratio is used (e.g., calculating amounts in a volume). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.362. Solve problems involving ratios when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.363. Identify the meaning of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.364. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design; diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.365. Solve problems involving proportions when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Linear Measurement

- 3.366. *Determine which of three or more objects is smallest, largest, shortest, tallest.* (Mathematics A 5: IV)
- 3.367. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance of a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards _____ miles _____ meters
_____ other: _____
- 3.368. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ linear—in., ft., mi., m. _____ area—sq. yd., sq. ft.
_____ other: _____
- 3.369. Identify appropriate tools and equipment for linear measurement (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ruler _____ tape measure _____ yardstick
_____ other: _____

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3.370. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*

3.371. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ruler tape measure yardstick
 other: _____

3.372. *Measure an object to the nearest inch. (Mathematics F 50: V)*

3.373. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*

3.374. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: 12 inches = 1 foot 3 feet = 1 yard
 36 inches = 1 yard other: _____

3.375. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: no conversion conversion

3.376. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*

3.377. Participate in indicating awareness of distance (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)

Specify method: vocalize gesture touch
 use assistive or augmentative device other: _____

Volume and Capacity

3.378. Identify the most appropriate units to measure volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks).

(CL.B.3.In.1, CL.B.3.Su.1)

Specify: teaspoon tablespoon
 cup pint
 quart gallon
 liter other: _____

3.379. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: tsp., tbs., c. pt., qt., gal., l.
 other: _____

3.380. Identify the most appropriate tools or equipment to measure volume or capacity (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: measuring cups and spoons marked containers
 other: _____

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3.381. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).* (Mathematics A 6: IV)

3.382. Measure volume or capacity accurately using the appropriate equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: teaspoon tablespoon
 cup pint
 quart gallon
 liter other: _____

3.383. *Identify a cup, quart, and gallon as tools to measure capacity.* (Mathematics F 49: V)

3.384. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars would be needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: 3 teaspoons = 1 tablespoon 4 cups = 1 quart
 4 quarts = 1 gallon other: _____

3.385. *Determine capacity by measuring to the nearest cup, quart, or gallon.* (Mathematics F 51: VI)

3.386. Solve problems involving volume or capacity to accomplish functional tasks (e.g., determining how many 8-oz. glasses can be filled with a 1-quart bottle of soda, getting the right sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: no conversion conversion

Weight

3.387. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, ordering topsoil for a garden, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ounce pound ton other: _____

3.388. Identify abbreviations for weight measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: weight—oz., lb., 1 g. other: _____

3.389. Identify the most appropriate tools and equipment to measure weight (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: bathroom scales postal scales produce scales
 other: _____

3.390. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: bathroom scales postal scales produce scales
 other: _____

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- 3.391. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 3.392. Identify equivalents for units of weight when accomplishing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry a load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 16 ounces = 1 pound _____ 2000 pounds = 1 ton
- 3.393. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are in a package). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion

Time

- 3.394. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ today, tomorrow _____ other: _____
- 3.395. Identify abbreviations for time measurement units when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ time—min., hr., Tues., Dec.
 _____ other: _____
- 3.396. *Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)*
- 3.397. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 3.398. *Tell which day comes before and after a given day. (Mathematics G 60: V)*
- 3.399. *Identify the seven days of the week. (Mathematics G 58: IV)*
- 3.400. *Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)*
- 3.401. *Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)*
- 3.402. Identify equivalents units of time when accomplishing functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 60 seconds = 1 minute _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 3.403. *Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = 1/2 hour, and 1 week = 7 days). (Mathematics G 63: VI)*

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- 3.404. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 3.405. *Tell time to the hour. (Mathematics G 57: IV)*
- 3.406. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 3.407. *Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)*
- 3.408. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.409. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 3.410. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish a test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 3.411. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.412. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*
- 3.413. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)
Specify: _____ begin activity _____ look at referent object
 _____ use augmentative or assistive device _____ other: _____

Temperature

- 3.414. Identify the most appropriate units for measuring temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ degrees Fahrenheit _____ degrees Celsius
- 3.415. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing and boiling points of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 3.416. Identify the time and temperature on electronic signs on buildings in the community (e.g., driving around town, walking in town). (CL.B.1.In.1, CL.B.1.Su.1)

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- 3.417. Identify the most appropriate equipment for measuring temperature (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ thermometers—weather, oral, cooking _____ thermostat—furnace, car
_____ other: _____
- 3.418. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*
- 3.419. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
_____ thermostat—furnace, car, motor
_____ other: _____
- 3.420. *Determine the temperature using a Fahrenheit thermometer. (Mathematics F 53: VI)*
- 3.421. Solve problems involving temperature to accomplish functional tasks (e.g., checking the temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

- 3.422. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00 _____ to \$100.00
_____ other: _____
- 3.423. *Identify coins as money. (Mathematics E 31: III)*
- 3.424. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 3.425. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 3.426. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 3.427. *Identify money values not to exceed \$100.00 (e.g., \$62.43). (Mathematics E 42: VI)*
- 3.428. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$20.00 _____ to \$100.00
- 3.429. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

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- 3.430. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 3.431. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 3.432. *Determine equivalent amounts not to exceed \$10.00 using coins and paper currency. (Mathematics E 41: VI)*
- 3.433. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to \$1.00 to \$5.00 to \$20.00 to \$100.00
 other: _____
- 3.434. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 3.435. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.436. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.437. *Identify which costs more or less through \$5.00, given the cost of two items. (Mathematics E 36: V)*
- 3.438. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 3.439. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to \$1.00 to \$5.00 to \$10.00
 to \$20.00 to \$100.00 other: _____
- 3.440. *Determine the change to be received from a \$5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)*
- 3.441. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.442. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.443. Identify purposes and functions of banks and credit unions (e.g., completing financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)
- 3.444. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

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3.445. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

Geometry

3.446. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: square rectangle triangle circle
 other: _____

3.447. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: cube sphere cylinder cone
 other: _____

3.448. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.449. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

3.450. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing lines on a paper to write a letter, drawing the intersection of two streets on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.451. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of map coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

3.452. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)

3.453. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)

Specify method: vocalize or gesture verbalize or sign
 touch use assistive/augmentative device
 other: _____

Specify setting: home school community

3.454. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)

Specify setting: home school community

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Algebraic Thinking

- 3.455. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of steps). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.456. Apply a pattern to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., skip counting). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.457. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill \times 15%; calculating unit costs—price is 3 lbs. for a dollar). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.458. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determining the area of a room—length \times width, finding out how long it will take two people to finish a job—time of person A + time of person B; to determine the overdue book fine—days \times fine each day). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.459. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time— $r = d/t$, calculating salary—given hourly wage and hours worked). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.460. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems

- 3.461. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: determine nature of the problem
 select correct technique
 make reasonable estimate of results
 apply operation or procedures to obtain result
 check results for accuracy
 explain results
 other: _____
- 3.462. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., “Do I have all the information I need?” “What does this information have to do with the problem?”). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.463. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: drawing pictures or diagrams using concrete objects
 paraphrasing using models
 other: _____

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Probability and Chance

- 3.464. Identify the basic meaning of the concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.Su.1)
- 3.465. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win). (CL.B.3.In.1, CL.B.Su.1)
- 3.466. Make a prediction of the likelihood of a simple event occurring (e.g., likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)
- 3.467. Determine the odds for and the odds against a given situation (e.g., if it will rain, if a single ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

Interpreting Graphs, Tables, and Data Displays

- 3.468. Identify situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.469. Identify the meaning of measures of central tendency, mean (average) and mode (most frequent), to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ mean (average)—estimating the average monthly gas bill for budgeting
_____ mode (most frequent)—determining when the restaurant has the most customers
- 3.470. Solve problems using measures of central tendency, (mean and mode), to accomplish functional tasks (e.g., determining the median and mode of the exam scores, determining the average number of customers for the paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.471. Identify the meaning of information that is displayed in various forms of graphs (e.g., locate the team with the highest scores, locating high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ charts _____ graphs _____ tables
- 3.472. Solve problems using information displayed in charts and graphs to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

Using Calculators, Electronic Tools

- 3.473. Identify characteristics of common electronic tools used in solving mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.474. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.B.3.In.1, CL.B.3.Su.1)

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- 3.475. Demonstrate skills to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ turning on and off
 _____ entering a number
 _____ entering a function—add, subtract, multiply, divide
 _____ getting a total
 _____ using percent
 _____ clearing the display
 _____ correcting a mistake
 _____ other: _____
- 3.476. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.477. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*
- 3.478. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*
- 3.479. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*
- 3.480. *Use a calculator to perform complex multiplication problems. (Mathematics H 69: VII)*

PROBLEM SOLVING

Identifying Problems

- 3.481. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, not completing assignments). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.482. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.483. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.484. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

Applying Problem-Solving Strategies

- 3.485. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.486. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.487. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.488. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.489. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.490. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.491. Identify problems that lead to the breakdown of major goals in personal lives (e.g., getting involved in tobacco, alcohol, and other drugs; hanging around with inappropriate groups, family conflicts). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.492. Analyze possible outcomes associated with specific problems in personal life (e.g., feelings of isolation, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.493. Accept assistance with and participate in identifying problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
- 3.494. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-Solving Strategies

- 3.495. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.496. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.497. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.498. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems with a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 3.499. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.500. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.501. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.502. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.503. Match consequences to actions and decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.504. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.505. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.506. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

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Evaluate Alternative Solutions

- 3.507. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.508. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., missed the bus so walk to school—takes longer, may be late for school). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.509. Identify alternative courses of action for solving a particular problem at work (e.g., missed the bus—catch next bus, get a ride, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.510. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.511. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.512. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., arguing with parents—getting angry and leaving the house won't resolve the anger, talking over cause of disagreement may lead to compromise). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.513. Demonstrate awareness of cause and effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace
- 3.514. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Implementing Solutions

- 3.515. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, ask teacher for extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.516. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.517. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.518. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

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- 3.519. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.520. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.521. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.522. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.523. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.524. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.525. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.526. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ home _____ school _____ community/workplace

Evaluate Effectiveness of Solution

- 3.527. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.528. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

COMPLETING WORK ASSIGNMENTS AND USING TECHNOLOGY

Planning Assignments

- 3.529. Identify purposes of planning assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.530. Identify components of a plan to complete an assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 3.531. Identify, prioritize, and schedule responsibilities of assignments (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.532. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer activities. (CL.C.2.Pa.1)
Specify: _____

Implementing Work Assignments

- 3.533. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule _____ set an alarm clock as a reminder
_____ track subtasks on calendar _____ check off subtasks when completed
_____ other: _____
- 3.534. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
_____ seek assistance from others _____ read the instructions or references
_____ other: _____
- 3.535. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ use a checklist or rubric _____ compare with model or example
_____ use spellchecker or similar tools _____ look for errors
_____ ask peer or co-worker to review _____ ask supervisor to review
_____ other: _____
- 3.536. Follow a systematic procedure to complete specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
_____ name steps of task
_____ perform task following a model or demonstration
_____ perform task with decreasing feedback
_____ perform task independently
_____ monitor own task performance using workplace or industry standards
_____ evaluate own task performance using workplace or industry standards
_____ other: _____
- 3.537. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.538. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.539. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)
Specify: _____

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Using Tools, Equipment, and Supplies

- 3.540. Locate and identify the correct supplies, equipment, and tools required to complete specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: supplies—pens, folders, towels, cleaning agents, parts, packing products
 equipment—copy machine, computer, vacuum cleaner, lawn mower
 tools—air pressure gauge, hammer, balance, wrenches, car jack
 other: _____
- 3.541. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.542. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use a checklist with pictures or descriptions of supplies, tools, and equipment
 set up workstation with all needed supplies and equipment before starting
 other: _____
- 3.543. Select and use the appropriate materials and supplies for completion of assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.544. Organize materials and supplies to complete assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.545. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.546. *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*
- 3.547. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.548. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.549. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.550. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.551. Accept assistance with and participate in recognizing and relating to familiar objects used in assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
Specify: _____

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- 3.552. Accept assistance with and participate in requesting objects to produce desired effects during assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1),
Specify: _____

4. Demonstrate communication skills to transmit or receive concepts, ideas, information, thoughts, or feelings.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial

Understanding the Concept of Communication

- 4.1. Identify the various uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; to convey desires, feelings, ideas, and needs; to respond to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify the forms of verbal or symbolic language used in communication (e.g., spoken or written words, phrases, sentences; sign language, finger spelling, symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Identify the differences in communication skills and styles needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.5. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 4.6. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____

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- 4.17. *Express personal beliefs or opinions. (Language C 28: V)*
- 4.18. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: _____ vocalize _____ gesture
_____ use assistive or augmentative device _____ other: _____
- 4.19. *Express wants and needs. (Language C 20: II)*
- 4.20. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
_____ vocalize _____ gesture
_____ use assistive or augmentative device _____ other: _____
- 4.21. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ opinions _____ facts _____ affection _____ anger
_____ other: _____
- 4.22. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 4.23. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.24. *Use language to give simple commands. (Language C 18: II)*
- 4.25. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ vocalize or gesture _____ verbalize or sign
_____ use assistive or augmentative device _____ other: _____
- 4.27. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Respond to Communication

- 4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, make apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 4.30. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling them how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.31. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.32. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.33. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
Specify: with family with friends
 with familiar persons with unfamiliar persons
- 4.34. Change body tone or produce body movements in response to communication. (CO.A.1.Pa.1)
Specify: turn head move toward stimuli
 eye movement facial expression
 raise or lower voice other: _____
- 4.35. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: intentional body or head movement—move or turn toward speaker
 facial expressions—look at speaker, smile, blink
 oral communication—respond verbally
 other: _____
- 4.36. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: vocalize or gesture body movements
 facial expressions verbalize or sign

Using Greetings and Conversations

- 4.37. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.38. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

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- 4.39. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi!, “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.40. *Use language to initiate social greeting. (Language C 23: III)*
- 4.41. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.42. *Use language to respond to verbal greetings. (Language C 19: II)*
- 4.43. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: with family with friends
 with other familiar persons with unfamiliar persons
Specify: home school community workplace
- 4.44. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 4.45. *Use language to initiate conversation. (Language C 30: VI)*
- 4.46. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 4.47. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.48. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.49. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace
- 4.50. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

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Feedback

- 4.51. Identify situations when feedback is usually given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.52. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.53. Use feedback to make changes in various situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.54. Give effective feedback to others (e.g., "You are doing great, try to do five more"; "You need to try to throw the ball straight by looking where you are throwing"; "You did well on your test, keep up the good work"; "Study for an extra hour each night"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Communication Systems

- 4.55. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.56. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ sign language _____ total communication
 _____ finger spelling _____ augmentative communication
 _____ verbal language _____ symbol system
 _____ other: _____
- 4.57. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.58. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.59. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

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4.60. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.Su.1)

- Specify: activate a switch, eye gaze, manual board, electronic device
 use a scanning array (linear, row/column, block, circular, quadrant, group)
 direct selection (touching)
 other: _____

4.61. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: objects realistic pictures
 blackened drawings icons (multiple meanings)
 written words other: _____

4.62. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

- Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

4.63. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: home school community workplace

5. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

Understanding the Components of the Individual Educational Plan

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP).

(IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

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- 5.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ determine school and post-school outcome desires
_____ determine present levels of performance
_____ develop annual goals and related short-term objectives or benchmarks
_____ assign responsibility for objectives
_____ identify needed services, modifications, and supports
- 5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ high school course of study
_____ employment
_____ instruction and continuing education
_____ community participation
_____ independent living
_____ agency support
_____ daily living skills
- 5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Plan

- 5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ in-school—course of study, diploma, extracurricular activities
_____ post-school—postsecondary training, employment
_____ post-school—living arrangements, community participation
- 5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

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- 5.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

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Miscellaneous

**Grades 9-12,
Adult Education**

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Miscellaneous
Course Number: 7915010
Course Title: Specially Designed Physical Education

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

The content should include, but not be limited to, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Perform physical movement skills at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

1.1. Use a variety of basic locomotor movements.

Specify: ___ walking ___ running
 ___ skipping ___ hopping
 ___ sliding ___ other: _____

1.2. Use a variety of basic non-locomotor skills.

Specify: ___ bending ___ twisting
 ___ stretching ___ turning
 ___ lifting ___ other: _____

1.3. Use a variety of basic object control skills.

Specify: ___ underhand throw ___ overhand throw
 ___ catch ___ kick and strike
 ___ dribble ___ other: _____

1.4. Use simple combinations of basic movement skills.

Specify: ___ locomotor ___ non-locomotor
 ___ rhythmical skills ___ object control
 ___ body control ___ other: _____

1.5. Use control in balance activities on a variety of body parts.

Specify: ___ one foot ___ one hand and one foot
 ___ hands and knees ___ other: _____

1.6. Use control in travel activities on a variety of body parts.

Specify: ___ forward travel ___ backward travel
 ___ changing direction ___ changing speed
 ___ other: _____

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1.7. Use smooth transitions between sequential motor skills (e.g., running and then jumping over a hurdle).

1.8. Use adaptive or assistive devices to perform various motor skills.

Specify: locomotor nonlocomotor
 travel skills object control
 body control other: _____

1.9. Accept assistance and participate in performing various motor skills.

Specify: locomotor nonlocomotor
 travel skills object control
 body control other: _____

1.10. Accept assistance and participate in using adaptive or assistive devices to perform various motor skills.

Specify: locomotor nonlocomotor
 travel skills object control
 body control other: _____

2. Perform skills in individual and team activities at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).

2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).

2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).

2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).

2.5. Use beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, keeping ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).

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- 2.6. Use adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.
- 2.7. Accept assistance and participate in performing various movement and object control skills for a variety of games, sports, and dances.
- 2.8. Accept assistance and participate in using adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

3.1. Identify physical activities involved in common leisure and recreation activities.

(IF.A.1.In.1, IF.A.1.Su.1)

- Specify: indoor team or pairs games—basketball, racquetball, volleyball
 outdoor team or pairs games—softball, horseshoes, tennis, golf
 exercise programs—aerobics, strength training, jogging
 dance, gymnastics
 other: _____

- 3.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 3.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 3.4. Identify appropriate times and occasions for physical activities involved in common leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking or jogging). (IF.A.1.In.1, IF.A.1.Su.1)

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- 3.5. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ indoor team or pairs games—basketball, racquetball, volleyball
_____ outdoor team or pairs games—softball, horseshoes, tennis, golf
_____ exercise programs—aerobics, strength training, jogging
_____ dance, gymnastics
_____ other: _____

- 3.6. Use adaptive or assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)

- 3.7. Accept assistance and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ routine medical care, periodic check-ups
_____ scheduling time alone for your personal needs
_____ scheduling social events
_____ getting regular rest and exercise
_____ maintaining a nutritious diet
_____ taking steps to maintain a positive mental attitude
_____ other: _____

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- 4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: selecting appropriate exercise activities for fitness as part of an individual wellness plan
 performing specific exercises
 maintaining participation in exercise programs
 identifying potential problems resulting from exercise programs
 evaluating the benefits of an exercise program
 requesting assistance with disability needs when necessary
 other: _____

- 4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

- 4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: selecting appropriate exercise activities for fitness
 performing specific exercises
 maintaining participation in exercise programs
 identifying potential problems resulting from exercise programs
 evaluating the benefits of an exercise program
 requesting assistance with disability needs when necessary
 other: _____

- 4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

- 4.6. Accept assistance and indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)

Specify method: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

- 4.7. Accept assistance and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)

Specify: _____

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5. Use responsible personal and social behaviors when participating in physical activities.

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance full partial _____ assistive technology full partial

Self-Management

- 5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.2. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.3. *Identify behaviors which indicate the acceptance of responsibility of own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.4. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*

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- 5.6. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, repeating the steps to yourself as you attempt to perform the skill, staying in line when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.7. Identify factors that promote self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 5.8. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ self-monitoring _____ self-instruction _____ self-reinforcement
Specify: _____ home _____ school _____ community _____ workplace
- 5.9. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities
- 5.10. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings, chores
 _____ school—in class, extracurricular activities, before and after school
 _____ community—leisure activities

Cooperation and Teamwork

- 5.11. Identify characteristics of behavior that are cooperative and support team work when completing physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the effort of others, listening to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)
- 5.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.13. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.14. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.15. Discriminate between examples and non-examples of behaviors that are cooperative and support teamwork when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)

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- 5.16. Demonstrate cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—family gatherings, chores
_____ school—in class, extracurricular activities, before and after school
_____ community—leisure activities

- 5.17. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—family gatherings, chores
_____ school—in class, extracurricular activities, before and after school
_____ community—leisure activities

Rules and Regulations

- 5.18. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.19. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.20. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

- 5.21. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—family gatherings, chores
_____ school—in class, extracurricular activities, before and after school
_____ community—leisure activities

- 5.22. Monitor own compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—family gatherings, chores
_____ school—in class, extracurricular activities, before and after school
_____ community—leisure activities

Safety Procedures

- 5.23. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

- 5.24. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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- 5.25. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.26. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.27. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.28. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.29. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.31. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.32. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.33. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

General Participation

- 5.34. Accept assistance and request fitness and exercise activities. (IF.A.1.Pa.1)
Specify method: vocalize gesture
 look at activity say name of activity
 use assistive or augmentative device other: _____
- 5.35. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)
- 5.36. Protest nonpreferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)
Specify method: vocalize point to actual object
 look away or move away gesture
 use assistive or augmentative device other: _____

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5.37. Indicate physical discomfort appropriately through observable behaviors when accepting assistance and participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)

Specify method: vocalize point to actual object
 move away gesture
 verbalize or sign use assistive or augmentative device
 other: _____

5.38. Accept assistance and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)

5.39. Accept assistance and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., moves away when asked to do so). (IF.B.2.Pa.3)

5.40. Accept assistance and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear at clothing). (IF.B.2.Pa.1)

5.41. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt verbal prompt visual prompt
_____ assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance full partial assistive technology full partial

6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selection, leg curl machine, leg press, pullover, assistive technology).

6.2. Identify ways to gain knowledge about own progress (e.g., stopwatch, wellness planning and tracking software).

6.3. Use technology appropriately to participate in fitness routines and recreational activities.

6.4. Use adaptive or assistive technology to participate in fitness and recreational activities.

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6.5. Accept assistance and participate in using adaptive assistive technology to participate in fitness and recreation activities.

7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

7.1. Identify preferred physical activities.

Specify: _____

7.2. Determine frequency of participation in physical activities.

Specify: _____

7.3. Participate in preferred activities on a regular basis.

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**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Miscellaneous
Course Number: 7919010
Course Title: Driver Education for Special Learners
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

The content should include, but not be limited to, the following:

- driving rules/regulations
- safety signs/symbols
- driving courtesy
- map-reading skills
- simple auto maintenance
- insurance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance.

Any support and assistance must be limited to what is allowed by the Florida Department of Highway Safety and Motor Vehicles.

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- Requirements/objectives must be mastered at the Independent Level. Students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills. Assistive technology, such as hand controls, may be needed by certain students.

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings or on the driving range and in the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and driving equipment.

Students must obtain a Florida Restricted Class E license before they can be allowed to drive in the community.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of traffic signs and traffic regulations.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

- 1.1. Identify the meaning of road and information signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1)
Specify: _____ stop _____ one way _____ no left turn
 _____ speed limit _____ no U-turn _____ other: _____
- 1.2. Obey traffic control signals and signs when driving (e.g., traffic lights, stop signs, railroad crossing, pedestrian crosswalk, yield signs). (CL.B.1.In.2)
- 1.3. Obey parking signs when driving (e.g., spaces for persons with disabilities, time limits, no parking, loading zones). (CL.B.1.In.2)
- 1.4. Obey traffic regulations when driving (e.g., speed limit, cautions, turn lanes).

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2. Demonstrate knowledge of Florida laws related to driving.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
 - CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
-

- 2.1. Demonstrate understanding of driving facts typically asked on driver's license tests (e.g., stopping for school buses, identification of common road signs, merging with traffic, use of turn signals). (CL.B.1.In.2)
- 2.2. Identify purpose of the vision test for driving (e.g., determine accuracy of sight for driving, protect self and others, determine if glasses are needed). (IF.A.2.In.2)
- 2.3. Demonstrate mastery of the road rules test (e.g., straight-in parking, three-point turn, reverse, coming to a complete stop). (CL.B.1.In.1, CL.B.1.In.2)
- 2.4. Demonstrate mastery of the road sign test (e.g., yield, stop, railroad crossing, pedestrian crossing, school zone, speed limit, animal crossing, do not enter). (CL.B.1.In.1, CL.B.1.In.2)
- 2.5. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

3. Demonstrate knowledge of basic operational features of an automobile.

- 3.1. Identify the proper uses of horn, headlights, turn signals, and emergency signals when driving an automobile. (IF.A.2.In.2)
- 3.2. Demonstrate the proper uses of steering wheel, gas pedal, brakes, gears, and hand controls or other assistive devices, if applicable, when driving an automobile. (IF.A.2.In.2)
- 3.3. Identify the proper use of seat belts by the driver and passengers and child restraint devices for younger children. (IF.A.2.In.2)
- 3.4. Demonstrate understanding and proper use of the symbols and indicators on dashboards and within car (e.g., seat belts, lights, defogger, turn signals, windshield wipers, radio). (IF.A.2.In.2)

4. Demonstrate knowledge and skills needed to be a courteous driver.

- 4.1. Demonstrate necessary visual search skills needed when driving (e.g., looking ahead, to the sides, and behind; adjusting seat and mirrors; wearing glasses or contact lenses, if needed; having clear windows and mirrors).

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- 4.2. Maintain the proper distance from other cars when driving on a road.
Specify: _____ space to merge _____ space to cross or enter
 _____ space to pass _____ space to exit
 _____ other: _____
- 4.3. Demonstrate understanding of what to do in special situations and emergencies when driving.
Specify: _____ when you hear a siren
 _____ when you can't see because of fog or rain
 _____ when roads are slippery
 _____ when you have a tire blowout
 _____ when it is very windy
 _____ other: _____
- 4.4. Demonstrate understanding of necessary actions to take when involved in an accident. (IF.A.2.In.2)
Specify: _____ call police _____ obtain copy of police report
 _____ call insurance company _____ obtain three estimates for repairs
 _____ produce driver's license, car registration, and proof of insurance
 _____ other: _____
- 4.5. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 4.6. *Identify procedures for seeking assistance in unfamiliar or emergency situation. (Social and Personal D 35: V)*
- 4.7. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

5. Exhibit driving skills necessary for obtaining a driver's license in Florida.

- 5.1. Demonstrate basic driving skills.
Specify: _____ starting a car _____ straight-in parking
 _____ backing a car _____ right turns
 _____ left turns _____ stopping a car
 _____ keeping proper distances _____ other: _____
- 5.2. Demonstrate advanced driving skills.
Specify: _____ crossing intersections _____ making lane changes
 _____ making U-turns _____ making a three-point turn

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5.3. Demonstrate understanding of defensive driving techniques.

Specify: check mirrors before braking check cross streets before entering
 check signal lights and signs watch sides and middle of road
 follow at safe distance other: _____

5.4. Produce verification of age and parent consent for a restricted Class E license (e.g., birth certificate, picture identification card, Social Security card, parent's signature). (IF.A.2.In.2)

5.5. Produce the correct amount of money to pay for a restricted Class E license. (IF.A.2.In.2)

5.6. Complete application for a restricted Class E license (e.g., name, address, Social Security number, telephone number, parent's name, birth date). (IF.A.2.In.2)

6. Demonstrate knowledge of simple auto maintenance.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. List items in a car that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, air in tires, washer fluid, battery). (CL.B.4.In.1)

6.2. Identify advantages and disadvantages of self-service versus full-service gas stations (e.g., cost, time, ability to use equipment). (IF.A.2.In.2)

6.3. Identify ways to select the appropriate type of fuel for a car (e.g., determine gas type as specified under gas gauge, see owner's manual, ask a knowledgeable person). (CL.B.4.In.1)

6.4. Demonstrate the correct procedure for filling the fuel tank of a car (e.g., locate corresponding fuel type at gas station pump, open fuel tank door, lift gas nozzle, unscrew gas cap, place nozzle in fuel tank, push handle up on pump, squeeze nozzle handle, fill, place nozzle back on gas pump, screw on gas cap). (IF.A.2.In.2)

6.5. Demonstrate the procedure for checking and replenishing air in tires (e.g., determine required air pressure for tires, take valve cap off, place air gauge on valve, read gauge, put air in if necessary, replace valve cap). (IF.A.2.In.2)

6.6. Describe proper procedures for keeping the interior and exterior of a car clean (e.g., wash car, wax car, clean windows and mirrors, vacuum interior, clean upholstery, clean dashboard). (IF.A.2.In.2)

6.7. Identify sources of assistance for maintaining a car (e.g., gas stations, automobile service departments, oil changing stations, brake service centers, tire dealers). (CL.B.4.In.1)

6.8. Identify appropriate responses to problem indicators in automobiles (e.g., oil is low and light comes on, temperature gauge indicates engine heating up, door is left open). (CL.B.4.In.2)

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- 6.9. Identify appropriate responses to a flat tire (e.g., call for assistance, use Motorist Aid call box, use car jack and lug wrench to replace tire). (CL.B.4.In.2)

7. Exhibit map-reading skills needed for driving.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

- 7.1. Identify the meaning of information provided by map symbols when completing functional tasks that involve driving (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1)

Specify: roads rivers, lakes cities, towns
 mileage direction airports, parks
 other: _____

- 7.2. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

- 7.3. Use a key or legend to find information on a map when completing functional tasks that involve driving (e.g., traveling on a road trip, finding locations within a city or town).

(CL.B.1.In.2)

Specify: roads, highways
 cities, towns
 mileage
 other: _____

- 7.4. Find specified geographic areas using a map when completing functional tasks that involve driving (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1)

Specify: city, state map atlas
 other: _____

- 7.5. Identify routes of travel between specified locations using a map when completing functional tasks that involve driving (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2)

- 7.6. Identify sources of assistance in planning travel and obtaining maps (e.g., automobile clubs, state or local tourist agencies). (CL.B.1.In.1)

8. Demonstrate knowledge of auto insurance, including legal requirements, characteristics, costs, and procedures for obtaining a policy.

- 8.1. Demonstrate understanding of the need for auto insurance (e.g., need—protection from lawsuits, covers cost of repairs to own or other vehicle, compliance with laws, covers medical costs if injured). (IF.A.2.In.2)

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- 8.2. Demonstrate understanding of consequences for not having auto insurance (e.g., cannot obtain license for car, must pay all costs if involved in an accident). (IF.A.2.In.2)
- 8.3. Demonstrate understanding of types of auto insurance (e.g., personal injury protection, liability, collision). (IF.A.2.In.2)
- 8.4. Identify the procedure(s) to follow in order to obtain auto insurance. (IF.A.2.In.2)
- Specify: _____ identify make, model, and age of car
_____ obtain personal information required in application—driver’s license
_____ compile list of insurance companies
_____ call various companies for policy types and rates
_____ compare estimates
_____ determine best policy and rates
_____ other: _____

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**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Miscellaneous
Course Number: 7967010
Course Title: Visual and Performing Arts
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Course Number: 7967010 - Visual and Performing Arts

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge of various art forms (e.g., music, dance, visual arts, theatre).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Music

- 1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music, marches).
- 1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

Dance

- 1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, jazz, ballroom, square, folk).
- 1.4. Identify various types and styles of dance from different historical periods and cultures (e.g., Virginia reel, court dance, tango, Viennese waltz, line dances, Irish jig, Israeli hora).

Visual Arts

- 1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).
- 1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

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Theatre

- 1.7. Demonstrate awareness of ways in which realistic and non-realistic theatre and drama reflect life.
- 1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a "Cinderella" story).
- 1.9. Demonstrate knowledge of different types of drama productions, including live theatre, film, television, and electronic media.
- 1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

2. Demonstrate knowledge of artists and musicians.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 2.1. Identify characteristics of the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist, band member).
- 2.2. Identify characteristics of the various roles of actors, directors, playwrights, and producers in theatre productions.
- 2.3. Identify characteristics of the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).
- 2.4. Identify characteristics of the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).
- 2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

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3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.

Specify: ___ pencil, charcoal, markers, crayons ___ paints—watercolor, poster, oil
 ___ printmaking tools ___ cameras
 ___ graphic art software ___ brushes
 ___ other: _____

3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.

Specify: ___ clay ___ papier mache
 ___ wood ___ fabric
 ___ yarn ___ beads
 ___ other: _____

3.3. Perform simple rhythms and melodies on musical instruments using appropriate posture, breath support, and embouchure (e.g., recorder-type instruments, percussion instruments, Orff instrument, dulcimer).

3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument using appropriate posture, breath support, and embouchure (e.g., woodwind, string, brass, percussion).

3.5. Sing along with a group using appropriate breath support and tone quality.

3.6. Use props and equipment appropriately and safely when performing a dance or in a drama.

3.7. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).

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4. Demonstrate skills in visual art forms.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create a desired effects in a work of art.
- 4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create a desired effect in a work of art.
- 4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.
- 4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

5. Demonstrate skills in performing arts forms, including music, dance, or theatre.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Music

- 5.1. Sing or play short musical patterns, partner songs, and rounds.
- 5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.
- 5.3. Sing or play melodies alone or with others.
- 5.4. Sing or play specified parts in an ensemble or chorus.
- 5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

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Dance

- 5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.
Specify: running skipping hopping
 sliding leaping other: _____
- 5.7. Use a variety of basic nonlocomotor skills to dance to a rhythmic or musical accompaniment.
Specify: bending twisting stretching
 turning lifting other: _____
- 5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.
- 5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

Theatre

- 5.10. Identify familiar characters in dramas or plays and their relationships.
- 5.11. Use body control, different speaking voices, and a variety of movements to portray characters.
- 5.12. Demonstrate knowledge of how to improvise when acting.
- 5.13. Demonstrate responsible participation in a drama production.
- 5.14. Demonstrate understanding of the role of a director and playwright in creating a theatrical performance.

General Participation

- 5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.
Specify: home school community
- 5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)
Specify: home school community
- 5.17. Use adaptive or assistive devices during visual and performing arts activities.

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6. Demonstrate knowledge of careers in the visual and performing arts.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 6.1. Identify general characteristics of the career cluster associated with visual and performing arts (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify characteristics of specific jobs associated with visual and performing arts (e.g., actor or actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: entry level technical support
 advanced level creative support
 other: _____
- 6.3. Identify requirements of specified occupations in visual and performing arts (e.g., talent and skill, technical knowledge, experience and training, creativity). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify interests and skills generally needed for specific jobs associated with visual and performing arts (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify trends in the local job market for specific jobs associated with visual and performing arts (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Identify educational and training requirements for jobs associated with visual and performing arts (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify career advancement opportunities for jobs associated with visual and performing arts. (CL.C.1.In.1, CL.C.1.Su.1)

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- 6.8 Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)
Specify method: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____

- 6.9 Communicate interest in participating in visual and performing arts activities (e.g., smiles when asked about working with clay). (CL.C.1.Pa.1)
Specify method: touch referent object point to actual object
 vocalize or gesture use assistive or augmentative device
 verbalize or sign other: _____
Specify setting: home school community

7. Demonstrate knowledge of the roles of visual and performing arts in the school and community.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

- 7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: concerts—music, dance performances
 theatres and plays
 celebrations—holidays, parades, festivals, exhibits
 other: _____

- 7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)

- 7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)

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- 7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.5. Accept assistance and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)
Specify: _____
 musical performances—concerts, dance performances
_____ theatres and plays
_____ celebrations—holidays, parades, festivals, exhibits
_____ hands-on workshops or programs for a specific art form
_____ camps, extended school day programs, clubs, organizations
_____ other: _____
- 7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)
Specify location and type of activity: _____
- 7.7. Demonstrate appropriate audience behavior and response when viewing visual or performing arts activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 7.8. Accept assistance and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)
Specify: _____
- 7.9. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 7.10. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

Gifted
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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Gifted
Course Number: 7965010
Course Title: Research Methodology for Students who are Gifted
Previous Course Title: Research Methodology for the Gifted
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide students who are gifted with special skills and experiences to do independent research and projects, and to provide opportunities for in-depth studies under the direction of selected faculty.

The content should include, but not be limited to, the following:

- research methodology appropriate for a selected discipline or area of study
- use of primary and secondary resource materials
- skills in expression and communication
- skills in the use of technology to search for information, manage projects, and produce documents and multimedia products

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Use appropriate technical language related to the research process.

- 1.1. Identify the meaning of specialized vocabulary, acronyms, and symbols used in the research process (e.g., data, hypothesis testing, statistical analysis, review of literature).
- 1.2. Identify and use sources of explanation of technical language related to the research process (e.g., professionals, dictionaries, glossaries, help sections).
- 1.3. Use specialized vocabulary, acronyms, and symbols effectively in communicating needs and results related to one's own use of the research process.

2. Demonstrate mastery of knowledge and skills involved in the research process.

- 2.1. Demonstrate understanding of the nature and characteristics of the research process and its application in various fields and disciplines (e.g., hypothesis testing, identifying variables, recording and analyzing data, making inferences, drawing conclusions).
- 2.2. Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, ethnographic research, trend analysis, program evaluation, qualitative research).
- 2.3. Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues or phenomena, identification of patterns and trends, replication of previous experimental studies, evaluation of how well a theory or proposition predicts or explains an outcome, comparison of different theories or propositions).
- 2.4. Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).

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2.5. Demonstrate understanding of methods used to obtain information and gather data in the research process.

- Specify: review of literature
 direct observations
 focus groups, interviews, and surveys
 modeling and simulations
 other: _____

2.6. Demonstrate understanding of ethical practices in gathering data and using information for research.

- Specify: rights of subjects
 copyright laws
 citations and references
 issues of plagiarism and falsification of data
 other: _____

2.7. Demonstrate understanding of methods used to manipulate and analyze information and data in the research process (e.g., identifying patterns and trends, statistical analysis, semantic or concept mapping, flow-charts, tree diagrams, identifying relationships—causal or correlational).

3. Use technological skills in the research process (e.g., use of information databases and the Internet; use of telecommunications; use of word processing, spreadsheet, and graphic software).

3.1. Demonstrate knowledge and skills needed to access electronic information databases on software or from the Internet when investigating selected topics or issues for research.

- Specify: using hardware, software, and network connectivity programs
 conducting searches, e.g., using the Boolean process
 downloading, copying, and printing information
 citing and documenting sources of information
 other: _____

3.2. Demonstrate knowledge and skills needed to use telecommunications when investigating selected topics or issues for research.

- Specify: using hardware, software, and network connectivity programs
 using e-mail, list-serves, chat services
 using teleconferences
 citing and documenting sources of information
 other: _____

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- 3.3. Demonstrate knowledge and skills needed to use word processing, spreadsheet, and graphics software when investigating selected topics or issues for research.

Specify: _____ using hardware and software

_____ making backups

_____ other: _____

4. Collect, analyze, and synthesize information from primary and secondary sources on an identified topic.

- 4.1. Identify problem, issue, or topic for research.
- 4.2. Use strategies to identify a range of subtopics, related factors, historical background, or other concerns to be addressed in the research process (e.g., generating questions to be answered, brainstorming, conducting a preliminary literature review).
- 4.3. Select and use an appropriate organizational framework to structure issues or subtopics and identifying a research design.
- 4.4. Identify distinguishing characteristics and purposes of primary and secondary sources of information.
- 4.5. Conduct an extensive search of primary and secondary sources of information related to issues and subtopics identified in the research design.
- 4.6. Complete an in-depth review of literature using strategies to obtain and evaluate relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).
- 4.7. Create or select instruments or procedures to accurately gather data and make observations as appropriate to the research design (e.g., structured interviews, surveys, observation scales, direct measurements of variables, models and simulations).
- 4.8. Record and compile data accurately in accordance with research design.
- 4.9. Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).
- 4.10. Analyze information gathered to identify patterns, trends, causal or correlational relationships, or other relevant findings.
- 4.11. Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.
- 4.12. Report results of literature review and data analysis using a format and organizational structure that is appropriate for the audience and purposes of the research (e.g., written report, oral presentation, media presentation).

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- 4.13. Use appropriate technology to prepare a report on the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).
- 4.14. Use the writing process in preparing a report on the results of the research (e.g., prewriting, drafting, peer review, revising, editing, and publishing).
- 4.15. Evaluate own presentation skills in communicating results of research using feedback from self, peers, authentic audiences, and teachers.
Specify: _____ written report—clarity, organization, formatting
 _____ oral presentation—fluency, voice control, eye contact, clarity
 _____ media presentation—impact of images, color, and layout

5. Complete a project involving research according to a plan and timeline.

- 5.1. Use a systematic planning process to identify tasks and sequence of steps needed for completing a research project.
- 5.2. Select and use planning tools to support the planning process (e.g., project management software, planners).
- 5.3. Identify resources needed to accomplish tasks identified in plan (e.g., tools, materials, information).
- 5.4. Prioritize and schedule tasks to complete research project within expected timeframe.
- 5.5. Identify quality standards or expectations for final product including documentation of research process.
- 5.6. Establish and follow a procedure to monitor own progress according to plan and quality standards or expectations and make adjustments to plan as circumstances require.

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**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Gifted
Course Number: 7965030
Course Title: Externship for Students who are Gifted
Previous Course Title: Externship for the Gifted
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

The content should include, but not be limited to, the following:

- collaboration with field experts
- application and utilization of appropriate technology
- documentation of acquired information from field experience
- exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's field experience.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Demonstrate understanding of the educational and professional requirements demanded by the targeted profession.

- 1.1. Use reliable sources to obtain information about educational and training requirements of the target profession (e.g., employers, professional organizations, practicing professionals).
- 1.2. Demonstrate understanding of education and training requirements needed for entry-level and advanced positions within the targeted profession (e.g., high school diploma, post-secondary certificates or degrees, major emphasis of study, internships).
- 1.3. Use reliable sources to obtain information about professional requirements of the target profession (e.g., employers, professional organizations, practicing professionals).
- 1.4. Demonstrate understanding of professional requirements needed for entry level and advanced positions within the targeted profession (e.g., licenses, professional certification, work experiences, knowledge and skills).

2. Acquire and use vocabulary appropriate to the targeted profession.

- 2.1. Identify characteristics of the various styles of communication used within the targeted profession.
- 2.2. Use appropriate styles of communication specific to the targeted profession.
- 2.3. Use technical language, idioms, and slang appropriately within the targeted profession.
- 2.4. Use nonverbal language used within the targeted profession.

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3. Demonstrate understanding of personal characteristics of individuals in the targeted profession.

3.1. Identify knowledge and skills characteristic of entry-level employees who are successful in the targeted profession.

Specify: _____ cognitive skills
 _____ affective skills
 _____ motor skills

3.2. Identify knowledge and skills characteristic of employees who are successful in advanced levels of the targeted profession.

Specify: _____ cognitive skills
 _____ affective skills
 _____ motor skills

4. Use the technology essential to the targeted profession.

4.1. Identify the technology and tools that are commonly used in the targeted profession.

4.2. Demonstrate knowledge and skills needed to use the tools and technology effectively and safely within the targeted profession.

4.3. Demonstrate the appropriate management and care of technology and tools in order to increase professional productivity in the targeted profession.

4.4. Identify the situations in which operational problems with technology or tools should be reported to a supervisor.

4.5. Evaluate effectiveness and efficiency of selected tools and technology used within the targeted profession.

5. Increase personal knowledge about the targeted profession by reading field-related materials.

5.1. Identify and access sources of professional literature in the targeted profession.

5.2. Use self-generated questions and other self-monitoring strategies to ensure comprehension when reading the professional literature in the targeted profession.

5.3. Evaluate the accuracy of fictional and film portrayals of the targeted profession.

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6. Exhibit knowledge and skills needed to function successfully in the adult world and professional community.

- 6.1. Demonstrate understanding of knowledge and skills needed to function successfully in the adult world (e.g., personal care, independent adult living, community interaction, citizenship).
- 6.2. Identify knowledge and skills needed to function successfully in a professional community (e.g., general employability skills, job-specific knowledge and skills).
- 6.3. Demonstrate entry-level competence in the knowledge and skills generally needed to function successfully in the adult world.
- 6.4. Demonstrate entry-level competence in the knowledge and skills needed to function successfully in the professional community.
- 6.5. Develop a plan to improve one's knowledge and skills needed to function successfully in the adult world and professional community.
- 6.6. Use feedback from mentor to improve one's functioning successfully in the adult world and professional community.
- 6.7. Develop additional knowledge and skills needed to function successfully in the adult world and professional community based on changing circumstances and events.

7. Use appropriate decision-making techniques in exploring career possibilities.

- 7.1. Demonstrate understanding of a systematic approach in a planning process to set career goals (e.g., determining strengths and weaknesses, identifying interests and abilities, matching to opportunities, identifying desired situations).
- 7.2. Identify resources and sources of assistance for planning (e.g., counselors, mentors, family members).
- 7.3. Demonstrate understanding of how to use sources of information about setting career goals.

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- 7.4. Conduct an in-depth personal assessment to determine current status related to career planning (e.g., complete aptitude or interest assessments, consult with counselors or practicing professionals, review own school and work records, use a self-reflection process).
Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ work history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 7.5. Conduct self-assessment to determine career goals and aims (e.g., complete relevant surveys, consult with counselors, develop statements that reflect personal desires).
Specify: _____ analysis of current interests and jobs—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ insight into capabilities—personal qualities, developmental needs
_____ ideal job description
_____ preferred working environment
_____ ideal lifestyle
_____ career goals
_____ other: _____
- 7.6. Identify options and risks associated with selected careers (e.g., local job market, opportunity for advancement, availability of support on the job).
- 7.7. Select and plan realistic career choices (e.g., identifying personal strengths and weaknesses, evaluating experiences and education, identifying jobs that relate to personal goals).
- 8. Exhibit appropriate behavior in various situations related to specific job responsibilities.**
-
- 8.1. Demonstrate understanding of the policies and code of conduct in the externship.
- 8.2. Identify benefits of working in a group on the job (e.g., diversity of talents, diversity of viewpoints, increased productivity).
- 8.3. Use appropriate interpersonal communication skills when working in a group on the job (e.g., respecting others and their opinions, expressing opinions in an objective manner, checking for understanding, speaking when no one else is speaking, accepting criticism, providing feedback in a nonjudgmental manner).

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- 8.4. Identify individual styles when working in a group (e.g., leader, self-motivated member, member who needs regular feedback, quiet member, expressive member, creative thinker, traditional thinker).
- 8.5. Demonstrate ability to interact positively with group members with diverse styles of working.
- 8.6. Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions).
- 8.7. Use behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, maintaining eye contact as listener and responder, maintaining "open" body position).
- 8.8. Use behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others).

9. Apply academic skills in the performance of the externship responsibilities.

- 9.1. Use relevant academic skills effectively in the performance of the externship responsibilities.
- 9.2. Evaluate own effectiveness of performance in using relevant academic skills in the performance of the externship responsibilities.
- 9.3. Develop a strategy with mentor for improving one's effective use of relevant academic skills in the performance of the externship responsibilities.
- 9.4. Self-monitor improvement in effectively using relevant academic skills in the performance of the externship responsibilities.

10. Apply knowledge gained in externship to understanding of related career fields.

- 10.1. Identify cognitive and affective skills and concepts to be acquired in the externship.
- 10.2. Self-assess cognitive and affective skills and concepts developed in the externship.
- 10.3. Identify ways in which the newly acquired cognitive and affective skills and concepts inform one's understanding of related career fields.

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- 10.4. Analyze the congruence of or discrepancy between the anticipated skills and concepts and the actually acquired skills and concepts.
- 10.5. Determine the possible cause(s) of any discrepancies between the anticipated skills and concepts and the actually acquired skills and concepts (e.g., a misconception of the nature of the targeted profession and/or the externship, a mismatch between one's own talents and skills and those required in the targeted profession and/or the externship).
- 10.6. Evaluate one's own compatibility with the targeted profession, based on the results of self-assessment.

11. Demonstrate understanding of key learnings from the externship experience in a culminating project or paper.

- 11.1. Maintain an ongoing record of key learnings from the externship (e.g., by keeping a journal throughout the externship, by recording responses to specific questions).
- 11.2. Select a format for publication or presentation of one's culminating project (e.g., oral presentation, I-Search paper, video, multimedia presentation).
- 11.3. Organize the information using appropriate strategies (e.g., outlining, concept mapping, free writing).
- 11.4. Use a systematic process to document the culminating project (e.g., recursive drafting or storyboarding, peer review, revising, editing, publishing).
- 11.5. Present culminating project to an authentic audience (e.g., externship classmates, colleagues in targeted profession in externship workplace).
- 11.6. Evaluate one's performance based on audience feedback and self-assessment.

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**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

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|-------------------------------|-------------------------------------|
| Subject Area: | Gifted |
| Course Number: | 7965040 |
| Course Title: | Studies for Students who are Gifted |
| Previous Course Title: | Gifted Studies |
| Credit: | Multiple |

- A. Major Concepts/Content.** The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are

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not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Exhibit higher-order thinking skills in completing projects or tasks.

Higher-order Thinking

1.1. Demonstrate understanding of characteristics of the processes and results of higher-order thinking.

- Specify: _____ analysis—whole to part
_____ synthesis—part to whole
_____ evaluation—comparing results
_____ identifying patterns and trends
_____ identifying relationships—causes and correlations
_____ systems thinking
_____ modeling
_____ other: _____

1.2. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

1.3. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Problem Solving

1.4. Demonstrate understanding of characteristics of problem-solving strategies.

- Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated process is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems with a process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ analyzing probability—when making predictions
_____ other: _____

1.5. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).

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- 1.6. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.
- 1.7. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).
- 1.8. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
Specify: _____ determining the scope of the problem
 _____ determining the severity of the problem
 _____ evaluating how to accomplish a solution
 _____ determining if individual has the necessary knowledge, skills, and tools
 _____ seeking assistance if necessary
- 1.9. Select and use effective problem-solving strategies based on requirements of the situation.
- 2. Demonstrate a sophisticated level of communication in a variety of modes in products or activities (e.g., research paper, seminar, oral presentation, debate, panel discussion).**

-
- 2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, idioms, slang).
- 2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).
- 2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).
- 2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).
- 2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
Specify: _____ chronological _____ hierarchical
 _____ categorical _____ cause-effect
 _____ importance (most to least, least to most)
 _____ other: _____

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- 2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).
- 2.7. Use communication skills needed to reach the intended audience in an oral presentation (e.g., voice volume, pitch, and stress; diction to match sophistication of audience; presentation of ideas and tone to match purpose).
- 2.8. Evaluate the quality of one's presentation, comparing feedback from the audience with one's own perceptions.
- 2.9. Develop an action plan to improve the quality of future presentations based on self-evaluation of current presentation.

3. Demonstrate evidence of measurable cognitive and affective growth in targeted subject areas.

- 3.1. Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.
- 3.2. Measure own cognitive and affective abilities in targeted academic subject areas as a baseline.
Specify: _____ identify indicators of growth
 _____ use self-assessment tool to gather information
 _____ compile results
- 3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.
- 3.4. Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.5. Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.
- 3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.

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- 4. Use effective leadership skills to initiate, organize, and carry out activities and projects.**
-
- 4.1. Demonstrate understanding of knowledge and skills required for effective and successful leadership (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing a broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting respect, motivating and persuading members of the group, facilitating decision making).
- 4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.
- 4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.
- 4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.
- 4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.
- 4.6. Establish reasonable group goals related to completion of project (e.g., setting deadlines for each step in the process, assigning roles to each member of the group, revising schedule as needed).
- 4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., collaboratively establishing ground rules, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).
- 4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing the resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).
- 4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).
- 4.10. Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identifying the conflict, dealing with feelings, pinpointing the cause of conflict, choosing a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, mediation], allowing time for negotiation).

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- 4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out tasks and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable cause if initial action is ineffective).
- 4.12. Monitor and evaluate effectiveness of own use of leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.

5. Set personal, academic, and career goals by analyzing career choices, education requirements, and personal strengths and interests.

- 5.1. Use a process of self-appraisal to identify own strengths that relate to personal, academic, and career goals (e.g., complete inventory, write personal reflection, review own records, ask others about your strengths).

Specify: self-concept and values clarification
 personality characteristics and personal style
 motivational patterns and personal preferences
 occupational interests
 personal and educational background
 work history and experience
 key accomplishments and successes
 satisfying and dissatisfying experiences
 other: _____

- 5.2. Conduct self-assessment to determine personal, academic, and career goals and desires (e.g., complete relevant surveys or inventories, consult with counselor or others, develop statements that reflect personal desires).

Specify: analysis of current lifestyle—school program, activities, job
 values, skills, and abilities—professional or technical, managerial, personal
 insight into capabilities—personal qualities, developmental needs
 ideal job description
 preferred working environment
 ideal life-style
 career goals
 other: _____

- 5.3. Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).
- 5.4. Identify the risks and benefits associated with each alternative choice.
- 5.5. Set goals that relate to personal, academic, and career goals that reflect one's strengths, interests, and desires.
- 5.6. Identify educational and experiential requirements for preferred career(s).

6. Develop realistic and systematic plans for achievement of personal, academic, and career goals and make progress toward achieving set goals.

6.1. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.

- Specify: _____ identifying goal or outcome
_____ identifying needed information, resources, or training
_____ determining major tasks
_____ scheduling tasks

6.2. Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.

6.3. Monitor completion of the tasks and the timelines of the plan to determine any necessary changes.

6.4. Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.

7. Exhibit appreciation of the contributions of fine arts and philosophical thought.

The Fine Arts

7.1. Demonstrate understanding of the principles of aesthetics as outlined in works of philosophers, such as Aristotle's *Poetics*, and reflected in contributions of the fine arts and philosophical thought to our culture.

7.2. Demonstrate understanding of how principles of aesthetics are revealed in specific works in visual art, music, theatre, and dance.

7.3. Identify ways in which fine arts have enriched the daily lives of people in history and in today's world (e.g., decorative painting of pottery, music in daily and seasonal rituals, dance in seasonal and rites of passage rituals, public theater).

Philosophy

7.4. Demonstrate understanding of major concepts and patterns of thought in selected classical and modern philosophical works.

7.5. Demonstrate understanding of principles of aesthetics discussed in specific works of philosophy.

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7.6. Evaluate the effects of selected classical and modern philosophical works on culture and society.

8. Demonstrate evidence of self-awareness, self-evaluation, and self-actualization.

Self-awareness

8.1. Identify individual physical strengths and areas of need, including talents, attributes, and interests.

8.2. Identify individual social strengths and areas of need, including talents, attributes, and interests.

8.3. Identify individual emotional strengths and areas of need, including talents, attributes, and interests.

8.4. Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.

8.5. Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet need for complexity, asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

8.6. Identify options for nurturing one's strengths, talents, attributes, and interests.

8.7. Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.

- Specify: defining individual quality standards
 monitoring one's progress in meeting those standards
 assessing potential impact of standards on self and others
 adjusting standards based on self-monitoring of their impact
 other: _____

Self-actualization

8.8. Identify own accomplishments and achievements.

8.9. Demonstrate understanding of personal points of view as they relate to those held by peers, family, community members, and mentors.

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- 8.10. Respond receptively and critically to ideas that are new or divergent from one's own.
- 8.11. Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).

**Vocational Education
for Students with Disabilities**

**Grades 9-12,
Adult Education**

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980010
Course Title: Exploratory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- health science
- agriculture
- business technology
- family and consumer sciences
- industrial
- marketing

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational and exceptional student education performance

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standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not

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intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

- | | |
|-------------|---|
| CL.C.1.In.3 | make general preparations for entering the work force. |
| CL.C.1.Su.3 | make general preparations for entering the work force—with guidance and support. |
| IF.B.1.In.1 | make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. |
| IF.B.1.In.2 | carry out and revise plans related to decisions about personal and career choices. |
| IF.B.1.Su.1 | make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. |
| IF.B.1.Su.2 | carry out plans and adjust to changing circumstances—with guidance and support. |

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

Personal Planning

- 1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books, participate in religious organizations, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Make a plan to implement personal goals (e.g., identify steps; record the steps [orally or in writing]; discuss goals with family, peers, or teachers; seek assistance, if needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, need tools and lubricant; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify consequences of decisions before acting (e.g., thinking about the ethical or legal implications of an action; volunteering your services—personal satisfaction, job related benefits, letters of recommendation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Commit to carry out the plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.8. Evaluate progress and adjust plan if circumstance requires. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

- 1.9. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ reconcile personal-assessment with environmental assessment of a potential workplace
_____ identify long-range alternatives
_____ specify short-range goals
_____ set priorities and prepare an action plan
_____ develop a contingency plan
_____ other: _____
- 1.10. Identify various methods of achieving career goals when employed (e.g., choosing preferred career, choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare resume and application, apply for Social Security card, know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.12. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to your strengths and experience). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.13. Identify the risks and benefits associated with each alternative occupational choice (e.g., high-paying job—high stress, long hours; service-oriented job—self-satisfaction, irregular work hours, job satisfaction). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.14. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.15. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., recall original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.16. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Preparations for Entering the Workforce

- 1.17. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, send follow-up thank-you notes). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.18. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.19. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.20. Identify the items that are generally included in resumes and portfolios (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.21. Identify ways to make resumes or portfolios effective (e.g., use correct format, use appropriate language, use clear organization, check spelling and grammar, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.22. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., suggest content and format, review and suggest changes). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.23. Identify the importance of a job interview (e.g., make first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.24. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: work history related experiences
 training career goals
 personal strengths and interests other: _____

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- 1.25. Identify inappropriate grooming and attire for job interview (e.g., dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.26. Identify steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, find out who to contact, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.27. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.28. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 1.29. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.30. Identify information that an applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.31. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.32. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.33. Identify ways to prepare for common employment examinations (e.g., get physical examination, study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.34. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.35. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.36. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.37. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship to individual; opinions about individual's work ethic and performance abilities). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.38. Identify characteristics of individuals who are effective references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.39. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, your reasons for wanting the job). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.40. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.41. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.42. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

2. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

2.1. Complete a personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: self-concept and values clarification
 personality characteristics and personal style
 motivational patterns and personal preferences
 occupational interests
 personal and educational background
 work history and experience
 key accomplishments and successes
 satisfying and dissatisfying experiences
 test scores
 physical stamina
 other: _____

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- 2.2. Complete a personal assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ personal understanding of own capabilities—personal qualities, individual needs
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 2.3. Identify personal characteristics that affect preferred job choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, physical stamina). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 2.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates or diplomas desired, ambition, test scores, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., grades, test scores, independent study skills, courses taken, desire). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—veterinarian’s assistant; gardening—landscaper; volunteering to help others—teacher, child-care worker). (IF.B.1.In.1, IF.B.1.Su.1)
- 3. Demonstrate understanding of options for high school diploma and requirements for postsecondary training that relate to desired career and post-school outcomes.**

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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- 3.1. Demonstrate knowledge of diploma options and requirements for each (e.g., standard diploma—required courses, credits, grade point average, passing grade on High School Competency Test or Florida Comprehensive Assessment Test; special diploma—mastery of standards, number and types of courses).
- 3.2. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges, armed services, and employers; special diploma—accepted by employers).
- 3.3. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., earning a diploma, graduating, attending trade school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.4. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.5. Identify the characteristics of available postsecondary education and training opportunities within career clusters to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, technical school). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Use knowledge and understanding of diploma options to plan high school course of study.

4. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime, opportunity for pay raise; salary—benefits, sick and vacation pay, stable pay check, opportunity for pay raise). (CL.C.1.In.1, CL.C.1.Su.1)

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5. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Planning and Implementing Work Assignments

- 5.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.2. Use strategies to pace effort so that the assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 5.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 5.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask peer or co-worker to review ask supervisor to review
 other: _____

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- 5.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 5.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 5.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 5.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 5.9. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 5.10. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.11. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.12. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 5.13. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 5.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____

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- 5.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.18. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.19. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.21. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.22. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.23. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 5.24. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.25. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.26. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

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Evaluating Effectiveness of Solution

- 5.27. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.28. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Reliability and Work Ethic

- 5.29. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.30. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.31. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.32. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.33. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.34. Demonstrate attentive behavior when working (e.g., staying on task, talking to others at appropriate times, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.35. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 5.36. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 5.37. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

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Health and Safety

- 5.38. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.39. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 5.40. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.41. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.42. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.43. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.44. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.45. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.46. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.47. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Employability Skills

- 5.48. Demonstrate a positive attitude toward tasks at work (e.g., accept a difficult task without complaint, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.49. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

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- 5.51. Use appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.52. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.53. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 5.54. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5.55. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.56. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.57. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.58. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.59. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.60. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., complete one task before starting another, ask for assistance if necessary, work until task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.61. Use strategies to assist with the maintenance of on-task behavior when working. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: complete one task before starting another
 pace work so tasks are completed on time
 do not take prolonged or unnecessary breaks
 reward yourself periodically for completing subtasks
 other: _____
- 5.62. *Stay on task until its completion. (Social and Personal C 20: III)*
- 5.63. *Stay on task to completion within a given time frame (Social and Personal C 22: IV)*

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- 5.64. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.65. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 5.66. *Identify appropriate responses to praise and constructive criticism.* (Social and Personal G 57: V)
- 5.67. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.68. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 5.69. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.70. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____
- 5.71. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

- 5.72. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.73. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 5.74. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.75. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.76. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)

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6. Demonstrate awareness of jobs in a variety of occupational clusters.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 - assistive technology supervision other: _____
-

- 6.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: activity level required working environment
 interaction with customers consistency of expectations
 other: _____
- 6.6. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify trends in the local job market for different career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.8. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)

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- 6.9. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.10. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.11. Identify the characteristics of postsecondary education and training opportunities available to provide the skills associated with specific job types within career clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.12. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of individual’s rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 6.13. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

7. Demonstrate, in the school setting, the performance standards reflected in the student’s desired postschool outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the *Vocational Program Course Standards and Course Descriptions for Grades 6-12, Exceptional Student Education*.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

The following courses may be used for this requirement:

| Course No. | Course Name | Grade Level |
|---|---|-------------|
| Agribusiness and Natural Resources Education | | |
| 8100110 | Orientation to Agriscience, Technology, and Environmental Sciences | 6-9 |
| 8100120 | Introduction to Agriscience, Technology, and Environmental Sciences | 6-9 |
| 8100210 | Exploration of Agriscience, Technology, and Environmental Sciences | 6-9 |

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| Course No. | Course Name | Grade Level |
|--------------------------------------|--|--------------------|
| Business Technology Education | | |
| 8200110 | Business Keyboarding | 6-9 |
| 8200220 | Computer Applications in Business I | 6-9 |
| 8200210 | Computer Applications in Business II | 6-9 |
| Diversified Occupations | | |
| 9100210 | Exploration of Vocational Occupations | 6-9 |
| Family and Consumer Sciences | | |
| 8500130 | Life Choices | 6-9 |
| 8500230 | Personal Development | 6-9 |
| 8500240 | Teen Challenges | 6-9 |
| Health Science Education | | |
| 8400110 | Orientation to Health and Public Service Occupations | 6-9 |
| 8400210 | Exploration of Health Occupations | 6-9 |
| Marketing Education | | |
| 8800110 | Orientation to Marketing Occupations | 6-9 |
| 8800210 | Exploration of Marketing Occupations | 6-9 |
| Technology Education | | |
| 8600000 | Integrated Technology Studies | 6-9 |

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980020
Course Title: Practical Arts Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain broad practical skills and a basic introduction to broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process.

The content should include, but not be limited to, the following:

- employability skills
- workplace literacy
- communications skills
- human relations skills
- content from selected vocational practical arts courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational performance standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable

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of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 1.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.5. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights of individual, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

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2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Planning and Implementing Work Assignments

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

- Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)

- Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

- Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask peer or co-worker to review ask supervisor to review
 other: _____

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- 2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)

Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____

- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*

- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*

- 2.8. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

- 2.9. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 2.10. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: school workplace

- 2.11. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

- 2.12. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____

- 2.13. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.14. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.15. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.16. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code at work—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.17. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.18. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.19. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.20. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.21. Demonstrate steps for group problem-solving on the job (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, identify and verify probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

Work Ethic

- 2.22. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.24. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way, negotiates issues in calm tone of voice, gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.25. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.26. Demonstrate self-directed behaviors in the workplace (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.27. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times, listens to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 2.28. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: report to work regularly and be on time
 stay until quitting time
 return from breaks promptly
 inform supervisor if unable to work—illness, lateness, scheduling conflict
 other: _____
- 2.29. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 2.30. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Employability Skills

- 2.31. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.33. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., work on only one task at a time, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.34. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.35. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.36. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.37. Use strategies to assist with the maintenance of on-task behaviors when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.38. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____
- 2.39. Demonstrate a positive attitude toward work tasks (e.g., accept difficult tasks without complaint, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.40. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 2.41. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.42. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.43. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.44. Recognize and show respect for the supervisor when working at a job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.45. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.46. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.47. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

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- 2.48. *Identify mistakes on task assignments with and without assistance.*
(*Social and Personal C 28: V*)
- 2.49. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.50. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.51. *Seek help and accept assistance.* (*Social and Personal C 21: III*)
- 2.52. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.53. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties other: _____
 work site supervisor
- 2.54. Apply basic academic skills appropriate to the task or work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

- 2.55. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, skirts or pants of the appropriate length, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.56. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 2.57. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.58. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.59. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (*Social and Personal A 6: IV*)

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3. Demonstrate awareness of jobs in a variety of occupational clusters.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Exploring Careers

- 3.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.2. Identify general characteristics of different occupations (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.3. Identify specific jobs associated with each occupation (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.4. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: day shifts night shifts part-time
 full-time overtime other: _____
- 3.7. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.8. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.10. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.11. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.12. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

- 3.13. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.14. Identify ways of getting information and clarification about workplace policies, codes of conduct and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.15. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.16. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.17. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ obtain a description of expectations and procedures
_____ perform job requirements at or above expectations
_____ periodically request evaluation of job performance
_____ use results of evaluation to improve performance
_____ maintain reliable attendance record
_____ other: _____
- 3.18. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—manager, supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

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- 3.19. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4. Describe the importance of the selected occupational field.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.2. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, pass licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.3. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.5. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

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5. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Communication Skills

- 5.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 5.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 5.3. *State steps to complete a task. (Language C 31: VI)*
- 5.4. Use appropriate social language skills in various work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics maintaining topics
 taking turns ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 5.5. *Use language to initiate social greeting. (Language C 23: III)*

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- 5.6. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 5.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____
- 5.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 5.12. *Use language to initiate conversation. (Language C 30: VI)*
- 5.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Using Feedback

- 5.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.15. *Express personal beliefs and opinions. (Language C 28: V)*
- 5.16. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.18. Give effective feedback to others in work situations (e.g., state positively, show ways to improve, focus on the task). (CO.A.1.In.1, CO.A.1.Su.1)

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Responding to Others

- 5.19. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.20. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.21. Respond to others' generosity by stating appreciation in work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.22. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.23. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

- 5.24. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.25. Demonstrate appropriate actions to use when joining a group at work (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.27. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 5.28. Demonstrate behaviors that meets social expectations when working in a group (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

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- 5.29. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group at work (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.30. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.31. Demonstrate responsibilities individuals have to co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.32. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.33. Establish reasonable group goals related to completion of a task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.34. Allocate and schedule the time and space needed to accomplish group goals (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.35. Exhibit appropriate behaviors to establish reasonable group goals (e.g., attend group meetings, speak up in group conversation, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group each week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.36. Share plans with others in a group on the job (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

Interpersonal Communication

- 5.37. Demonstrate characteristics of communication which promote good relationships with others on the job (e.g., uses appropriate grammar, enunciates words, uses polite language, makes polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.38. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.39. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 5.40. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.41. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.42. Use actions of others as social cues for appropriate behavior on the job (e.g., waiting to start eating until all have been served, letting others go first when waiting). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.43. Demonstrate respect for other's rights and property on the job (e.g., do not touch other's personal belongings, do not trespass on other's land, do not damage other's property, respect other's privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.44. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.45. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.46. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

- 5.47. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greeting—shaking hands; display of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.48. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.49. Ask for assistance if one experiences inappropriate physical contact from others (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

- 5.50. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 5.51. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

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- 5.52. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)
- 5.53. Identify expectations of behavior and production within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: school
 businesses and service organizations in the community
 workplace
 other: _____
- 5.54. Identify the existing rules and codes of conduct that must be followed for individuals to participate within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 5.55. Identify behaviors that may conflict with expectations within the workplace (e.g., rearranging work schedule, transferring to a new site, moving to a new location, holding personal ethical/moral opinions that may conflict with job). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.56. Identify aspects of the workplace that demand different expectations (e.g., power structure, line of command, individual problem solving, independent work, group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.57. Demonstrate behaviors that comply with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.58. Respond appropriately to rules and expectations of the workplace. (SE.A.1.In.3, SE.A.1.Su.2)

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6. Use appropriate technology, tools, equipment, and supplies safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

6.1. **Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)**

Specify: ___ supplies—seeds, detergent, oil, paper
 ___ equipment—computer, lawn mower, power saw
 ___ tools—shovel, hammer, ruler
 ___ other: _____

6.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

6.3. **Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)**

Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____

6.4. **Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)**

6.5. **Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)**

6.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

6.7. *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*

6.8. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

6.9. **Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)**

6.10. **Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)**

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- 6.11. Use various features of a telephone appropriately to complete functional work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for persons with hearing impairments [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.12. *Identify and use emergency number (0-911) on telephone in appropriate manner. (Social and Personal H 61: IV)*
- 6.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 6.14. Use a fax machine to complete functional or work-related tasks (e.g., send information to another location instantaneously—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.15. Use the various capabilities of computer technology to complete functional or work-related tasks (e.g., e-mail, data collection or management, messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file, send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Meet health and safety requirements related to the workplace.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 7.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, use safety data sheets, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.2. Recognize standard industry symbols that indicate caution, warning, or danger and any others appropriate to the job or task (e.g., identify electrical shock symbol, explain the meaning of the poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.3. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 7.5. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 7.6. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)
- 7.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 7.8. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ taking care of burns, poisons, and wounds
_____ getting help when needed
_____ other: _____
- 7.9. Use knowledge related to health and safety activities in the workplace (e.g., cleaning cuts and wounds properly, applying a bandage properly, performing CPR, putting out a fire, moving objects from walkway, reporting dangerous situation). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.10. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 7.11. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.12. Identify and follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hard-hat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.13. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires a work permit if 15 or under, requires that employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or drug use while on duty, may require tests prior to employment, provide treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.14. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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8. **Demonstrate, in the school setting, the performance standards reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Note: The standards for this requirement are to be selected from the *Vocational Program Course Standards* for any Practical Arts course.

The following courses may be used for this requirement:

| Course No. | Course Name | Grade Level |
|---|--|--------------------|
| Agribusiness and Natural Resources | | |
| 8100320 | Fundamentals of Agriscience | 9-12 |
| Business Technology Education | | |
| 8207010 | Emerging Technology in Business | 9-12 |
| Diversified Occupations Education | | |
| 8300320 | Practical Arts General | 9-12 |
| 8300330 | Workplace Computer Applications | 9-12 |
| 8300310 | Workplace Essentials | 9-12 |
| Family and Consumer Sciences | | |
| 8500375 | Blueprint for Professional Success | 9-12 |
| 8500310 | Child Development | 9-12 |
| 8500345 | Family Dynamics | 9-12 |
| 8500365 | Family, Home, and Consumer Technology | 9-12 |
| 8500395 | Food Science Technology | 9-12 |
| 8502000 | Life Management Skills | 9-12 |
| 8500355 | Nutrition and Wellness | 9-12 |
| 8500300 | Parenting Skills | 9-12 |
| 8500380 | Principles of Clothing Construction | 9-12 |
| 8500390 | Principles of Food Preparation | 9-12 |
| Health Science Education | | |
| 8400320 | Medical Skills and Services | 9-12 |
| Industrial Education | | |
| 8700300 | Practical, Technical, and Industrial Occupations | 9-12 |
| Marketing Education | | |
| 8800310 | Practical Entrepreneurship Skills | 9-12 |

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980030
Course Title: Job Preparatory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation.

The content should include, but not be limited to, the following:

- work evaluation
- on-the-job training activities
- components from vocational job preparatory courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

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ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

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Personal Planning

- 1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screw driver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Commit to carry out plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.7. Evaluate progress and adjust plan if circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

- 1.8. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.2, IF.B.1.Su.2)
Specify: _____ reconcile personal assessment with environmental assessment of the workplace
_____ identify long-range alternatives
_____ specify short-range goals
_____ set priorities and prepare an action plan
_____ develop a contingency plan
_____ other: _____
- 1.9. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, obtain Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.12. Identify preferred goals relating to own plan for high school and post-secondary training (e.g., earning a diploma, graduating by age 18, attending technical school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.13. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.14. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.15. Commit to carry out plan related to own career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.16. Evaluate progress related to career plan and make changes as circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Exploring Careers

- 1.17. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.18. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.19. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.20. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.21. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.22. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ day shift _____ night shift _____ part-time
 _____ full-time _____ overtime _____ other: _____
- 1.23. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation pay, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)

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- 1.24. Identify financial benefits associated with employment (e.g., health and life insurance, vacation/sick leave, pension, investment plan, overtime, maternity leave, contract, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

Employee Rights

- 1.25. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.26. Identify the purposes and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.27. Identify the purposes of unemployment insurance (e.g., means of income if job ends, temporary income). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.28. Identify the purposes of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Self-advocacy

- 1.29. Demonstrate self-advocating behaviors in school and community work situations (e.g., decisiveness, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.30. Discriminate between examples and non-examples of self-advocating behavior in various school and community work situations (e.g., examples—presenting self to the boss to apply for a raise, promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.31. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 1.32. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)
- 1.33. Apply self-advocacy and self-determination skills in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)
- 1.34. Demonstrate and monitor own use of self-advocacy in various school and community work situations. (CL.C.1.In.2, CL.C.1.Su.2)
- Specify: school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—leisure activities, stores, restaurants, traveling
 workplace—on the job, breaks
 other: _____

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Employee Responsibilities

- 1.35. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.36. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.37. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.38. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.39. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ obtain a description of expectations and procedures
_____ perform job requirements at or above expectations
_____ periodically request evaluation of job performance
_____ use results of evaluation to improve performance
_____ maintain reliable attendance record
_____ other: _____
- 1.40. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, or supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.41. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting when wrong, accepting criticism, voicing opinions properly, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

Preparations for the Workforce

- 1.42. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.43. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.44. *Identify resources for finding employment. (Social and Personal C 30: VI)*

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- 1.45. Identify the items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.46. Identify ways to make a resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.47. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., parents can assist in writing, teachers can teach resume writing, friends can provide references, employment agencies can identify required elements of a resume). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.48. Identify the importance of a job interview (e.g., make positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.49. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ work history _____ related experiences
 _____ training _____ career goals
 _____ personal strengths and interests _____ other: _____
- 1.50. Identify appropriate grooming and attire for job interview (e.g., no short skirts or shorts, neat and ironed clothes, combed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.51. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.52. Identify purposes of job application forms (e.g., provides personal information of applicant, serves as a basis for matching individual to job opening). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.53. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.54. *Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)*
- 1.55. Identify information that the applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family.)
- 1.56. Identify common tests necessary for employment (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.57. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.58. Identify and demonstrate ways to prepare for common employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.59. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.60. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.61. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.62. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship with individual; opinions about individual's work ethics and performance abilities; letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.63. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.64. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.65. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.66. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.67. Identify purposes of common legal documents necessary for employment (e.g., provides legal protection, provides information for filing income taxes, verifies personal information). (CL.C.1.In.3, CL.C.1.Su.3)

Transportation

- 1.68. Demonstrate basic personal safety skills when traveling to and from school and community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.69. *Identify safety precautions related to traffic and pedestrian travel.*
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- 1.70. Use available modes of transportation to reach job in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.71. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community to reach job site (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.72. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, and windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.73. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, air pressure in tires, windshield washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.74. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove tank gas cap; remove gas nozzle from pump; push handle up on pump; place pump in fuel tank; fill; place gas nozzle back on pump; replace gas cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.75. Explain the need for automobile insurance and the consequences for noncompliance (e.g., need—protects from lawsuits, covers cost of repairs to own vehicle, covers cost of repairs if damage another vehicle, complies with laws, cover costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.76. Describe the steps to take when involved in an accident (e.g., call police; stay with car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
 - 1.77. Describe alternatives to follow when regular transportation mode for school or community work situations is not available (e.g., take a bus, carpool with a friend). (IF.A.2.In.2, IF.A.2.Su.2)
- 2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.**
- | | |
|-------------|---|
| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.3 | display reliability and work ethic according to the standards of the workplace. |
| CL.C.2.In.4 | follow procedures to ensure health and safety in the workplace. |
| CL.C.2.In.5 | apply employability skills in the workplace. |
| CL.C.2.Su.1 | plan and implement personal work assignments—with guidance and support. |
| CL.C.2.Su.3 | display reliability and work ethic according to the standards of the workplace—with guidance and support. |
| CL.C.2.Su.4 | follow procedures to ensure health and safety in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace efforts so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask co-worker to review ask supervisor to review
 other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in school or community work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.9. Complete work assignments as specified in technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 2.10. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

- 2.11. Select and use effective problem-solving strategies based on requirements of the school or community work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems with a work process
_____ creative-thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

- 2.12. Apply brainstorming techniques when starting to solve a problem in school or community work situations (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.13. Identify the separate steps of a complicated process when solving a problem in school or community work situations involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibilities, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.14. Construct rough estimates of answers to problems involving numbers before solving them in school or community work situations (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.15. Match consequences to actions and decisions in school or community work situations when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.16. Use troubleshooting in school or community work situations for problems in which the cause is not easily seen (e.g., work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.17. Apply creative-thinking strategies in school or community work situations to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.18. Apply modeling techniques to solve problems where a good example exists in school or community work situations (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.20. Demonstrate steps for problem-solving in school or community work situations (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify most probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.2, SE.A.1.Su.2)
- 2.21. Complete identified tasks to solve problems in school or community work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.22. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.23. Seek assistance when needed to solve problems in school or community work situations (e.g., consult supervisor, co-workers, and special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

- 2.24. Determine effectiveness of problem-solving strategies used in school or community work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.25. Determine impact of decisions and activities related to solving problems in school or community work situations (e.g., determine if solution solved the problem, increased the problem, or caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)

Work Ethic

- 2.26. Demonstrate dependability when working (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.27. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.28. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way; negotiates issues using a calm tone of voice; gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.29. Demonstrate self-directed behaviors in school or community work situations (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.30. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 2.31. Use strategies to maintain an acceptable attendance record in school or community work situations. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.32. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.33. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*

Health and Safety Requirements

- 2.34. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.35. Identify safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.37. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.38. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.39. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 2.40. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.41. Perform common health and safety activities involving first aid in school or community work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 2.42. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 2.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you about proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.44. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.45. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.46. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

Employability Skills

- 2.47. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.48. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.49. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.50. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.51. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.52. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.53. Use strategies to assist with the maintenance of on-task behavior when on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ complete one task before starting another
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.54. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____
- 2.55. Recognize and show respect for supervisors in a work situation (e.g., follow given directions; obey rules; accept criticism; address concerns in a calm, unbiased fashion; follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.56. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.57. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.58. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.59. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 2.60. Correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.61. *Seek help and accept assistance. (Social and Personal C 21: III)*

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- 2.62. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use self-evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.63. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____
- 2.64. Demonstrate a positive attitude toward tasks at work (e.g., accept difficult tasks without complaints, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.65. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.66. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.67. Apply basic academic skills needed in school or community work settings (e.g., math—measuring; reading—following written directions; writing—taking messages).

Grooming and Hygiene

- 2.68. Identify characteristics of appropriate grooming and attire for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.69. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 2.70. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.71. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.72. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

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3. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Communication Skills

- 3.1. Use appropriate nonverbal language and gestures when communicating in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 3.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Use appropriate social language skills in various school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 3.5. *Use language to initiate social greeting. (Language C 23: III)*

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- 3.6. Use appropriate language to express need for assistance in various school or community work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 3.8. Use critical listening skills to gain understanding in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____
- 3.9. Use strategies to improve listening in school or community work situations (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.10. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, job or school, sports, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.12. *Use language to initiate conversation. (Language C 30: VI)*
- 3.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.14. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.15. *Express personal beliefs or opinions. (Language C 28: V)*
- 3.16. Use feedback to make changes in school or community work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.18. Give effective feedback to others in school or community work situations (e.g., "You need to measure the board more precisely." "You did well on your task." "Keep up the good work.>"). (CO.A.1.In.1, CO.A.1.Su.1)

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- 3.19. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.20. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.21. Respond to others' generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.22. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

- 3.23. Demonstrate behaviors that contribute positively to group effort in school or community work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.24. Use appropriate interpersonal communication skills when working in a group in school or community work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.25. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.26. Demonstrate behaviors that meets social expectations when working in a group in school or community work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.27. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group in school or community work situations (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.28. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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- 3.29. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.30. Demonstrate responsibilities individuals have to co-workers in school or community work situations (e.g., keeping a trusting relationship, being dependable, not talking behind each other's back, helping others through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.31. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.32. Establish reasonable group goals related to completion of a work task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.33. Allocate and schedule the time and space needed to accomplish group goals in school or community work situations (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.34. Exhibit appropriate behaviors to establish reasonable group goals in school or community work situations (e.g., attend group meetings, speak up in group conversations, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group per week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.35. Share plans with others in a group on the job (e.g., hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.36. Demonstrate characteristics of communication which promote positive relationships with others on the job (e.g., using appropriate grammar, enunciating words, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.37. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.38. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.39. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.40. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 3.41. Use actions of others as social cues on the job (e.g., waiting to start eating until all have been served, not sitting down until others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.42. Demonstrate respect for others' rights and property on the job (e.g., do not touch others' personal belongings, do not trespass on others' land, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.43. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.44. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.45. Offer assistance to co-workers in school or community work situations (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.46. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.47. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.48. Ask for assistance if a person experiences inappropriate physical contact from others in school or community work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

- 3.49. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 3.50. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 3.51. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)
- 3.52. Identify expectations of behavior and production within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ businesses and service organizations in the community
 _____ workplace

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- 3.53. Identify existing rules and codes of conduct that must be followed for individuals to participate within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: policy manuals
 rules and regulations
 security systems
 other: _____
- 3.54. Identify expectations of the workplace organization (e.g., chain of command, individual responsibilities, group collaboration, working at a distance, flexible work schedule). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.55. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.56. Identify behaviors that may conflict with expectations within the workplace organization (e.g., rearranging own work schedule without approval, using work supplies for personal needs). (SE.A.1.In.3, SE.A.1.Su.2)

4. Use appropriate technology, tools, equipment, and supplies safely and correctly in the workplace.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

-
- 4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: supplies—seeds, detergent, oil, paper
 equipment—computer, lawn mower, power saw
 tools—shovel, hammer, ruler
 other: _____
- 4.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use a checklist with pictures or descriptions of supplies, tools, and equipment
 set up workstation with all needed supplies and equipment before starting
 other: _____

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- 4.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.9. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calling, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.11. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.12. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.13. Use a fax machine to complete work-related tasks (e.g., send or receive information—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use the various capabilities of computer technology to complete work-related tasks (e.g., e-mail, data collection or management, notes, letters, instructions, or other information; sending a co-worker or supervisor an attached file; sending a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
5. **Demonstrate, in the school setting, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**
Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

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- 6. Demonstrate, in a work environment, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980040
Course Title: Agriculture Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities for employment in one or more jobs in the agribusiness and natural resources industry. The particular job or jobs may be selected from the wide range of occupations in the field of agribusiness and natural resources.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- maintenance of facilities, equipment, and records
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;

partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required for an individual student.

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Activities in an agricultural setting, turf horticultural land-laboratory, or other simulated work environments are an integral part of this program. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Because of the production and marketing cycle of the agricultural industry, this program may require individual instruction and supervision of students for a period of time beyond the 180-day school year.

Future Farmers of America (FFA) (secondary) and the National Postsecondary Agricultural Student Organization (postsecondary) are the appropriate vocational student organizations for providing leadership training and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.

- | | |
|-------------|---|
| SE.A.1.In.1 | cooperate in a variety of group situations. |
| SE.A.1.In.2 | assist in establishing and meeting group goals. |
| SE.A.1.In.3 | function effectively within formal organizations. |
| SE.A.1.Su.1 | cooperate in group situations—with guidance and support. |
| SE.A.1.Su.2 | function effectively within formal organizations—with guidance and support. |

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- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 1.5. *Use language to initiate social greeting. (Language C 23: III)*
- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
_____ paying attention to cues—first, second...; in summary; most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to measure the feed more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

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- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

Interpersonal Skills

- 1.21. **Demonstrate behaviors that contribute positively to group effort in work situations** (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.22. **Use appropriate interpersonal communication skills when working in a group in work situations** (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language C 15: VI)*
- 1.24. **Demonstrate behaviors that meet social expectations when working in a group in work situations** (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.25. **Demonstrate behaviors that meet the responsibilities of the role taken by the individual in the group in work situations** (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. **Share plans with others in a group in work situations** (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. **Demonstrate behaviors and communications that are complimentary to others in work situations** (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.30. **Recognize and display sensitivity to others' feelings in work situations** (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.33. Show respect for property of others. (*Social and Personal G 52: III*)
- 1.34. Demonstrate use of strategies to resolve interpersonal difficulties. (*Social and Personal G 60: VI*)
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the agribusiness and natural resources industry (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the agribusiness and natural resources industry (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

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- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Farmers of America [FFA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 4 in this course.

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Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.12. Stay on task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____

Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: V)*
- 2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

Employability Skills

- 2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.28. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.33. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.35. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties
 work site supervisor
 other: _____

Applying Problem-solving Strategies

- 2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative-thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____
- 2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine impact of decisions and activities related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the agribusiness and natural resources industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.52. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

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2.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

3. Use appropriate technology, tools, equipment, and supplies commonly found in the agribusiness and natural resources industry safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Tools, Equipment, and Supplies

3.1. **Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the agribusiness and natural resources industry.**

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ supplies—seeds, fertilizer, bedding plants
 ___ equipment—computer, lawn mower, tractor
 ___ tools—shovel, rake, rain gauge
 ___ other: _____

3.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

3.3. **Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the agribusiness and natural resources industry.**

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____

3.4. **Organize materials and supplies to complete work assignments in the agribusiness and natural resources industry (e.g., tool shed, vehicle shed, barn, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)**

3.5. **Use tools, equipment, and supplies safely and correctly for specific work assignments in the agribusiness and natural resources industry (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools, power tools, and vehicles). (CL.C.2.In.2, CL.C.2.Su.2)**

3.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

3.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

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- 3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.9. Use measuring devices appropriately to complete functional tasks in the agribusiness and natural resources industry. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.12. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 3.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: word processing graphics and presentation
 spreadsheets and databases other: _____
- 3.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use software to access Internet
 use search engines
 other: _____
- 3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

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4. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 4.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 4.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: ___ stopping bleeding and applying bandages
 ___ taking care of burns, poisons, and wounds
 ___ getting help when needed
 ___ other: _____
- 4.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.10. Identify safety rules and procedures required for a specific job in the agribusiness and natural resources industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects and machines). (CL.C.2.In.4, CL.C.2.Su.4)

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- 4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.13. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 4.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

5. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the agribusiness and natural resource industry (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the agribusiness and natural resource industry (e.g., repairing equipment, taking care of preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.3. Clean and maintain tools and equipment used in the agribusiness and natural resources industry (e.g., shovel—remove dirt, oil tip, sharpen blade; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 5.4. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

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5.5. Store tools, supplies, and equipment used in the agribusiness and natural resources industry in appropriate areas (e.g., toolshed, vehicle shed, work benches, laboratory).
(CL.C.2.In.2, CL.C.2.Su.2)

6. **Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the agribusiness and natural resources industry reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Agribusiness.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

7. **Demonstrate, in a work environment, the skills required for the job(s) within the agribusiness and natural resources industry reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Agribusiness.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980050
Course Title: Business Technology Education
Previous Course Title: Business Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities for employment in one or more jobs in business technology occupations.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable

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of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should simulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school relevant to the occupation the student has chosen as a career goal. learning experiences; and a work station which reflects equipment, skills, and tasks

Future Business Leaders of America (FBLA) (secondary) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Display appropriate communication, interpersonal, and leadership skills.**

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 1.5. *Use language to initiate social greeting. (Language C 23: III)*
- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call a person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ listening for content
 ___ paying attention to cues—first, second...; in summary; most important
 ___ linking to prior knowledge and experiences
 ___ considering emotional meaning
 ___ other: _____
- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to download files immediately.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, turn off computer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

Interpersonal Skills

- 1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

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- 1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.24. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B: 15: V)*
- 1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 1.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

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- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the business technology field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the business technology field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a project, assign roles to different members of a group). (SE.A.1.In.2)
- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

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- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Business Leaders of America [FBLA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 5 in this course.

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

- Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____

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- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks (e.g., data entry—check off information when entered; maintenance of equipment—use checklist to record steps completed in maintenance check). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., using the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in technical manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: complete one task before starting another
 pace work so tasks are completed on time
 do not take prolonged or unnecessary breaks
 reward yourself periodically for completing subtasks
 other: _____

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- 2.12. Stay on task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____

Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.23. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.24. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

Employability Skills

- 2.26. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.27. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.28. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.29. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 2.33. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.34. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 2.35. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.36. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties
 work site supervisor
 other: _____

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Applying Problem-solving Strategies

- 2.37. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.38. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative-thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 2.39. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.40. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.42. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.43. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

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Implementing Solutions

- 2.47. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.48. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 2.50. Identify characteristics of appropriate grooming and attire for work for specified jobs in the business technology field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.51. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 2.52. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.53. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.54. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

3. Demonstrate understanding and proficiency in the services and products related to business technology occupations for the job(s) reflected in the student's post-school outcome statement on the Transition Individual Educational Plan.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Business Technology.

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4. Use appropriate technology, tools, equipment, and supplies commonly found in the business technology field safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Tools, Equipment, and Supplies

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ supplies—paper, toner, floppy disks
 ___ equipment—computer, copy machine, communication devices
 ___ tools—files, binders
 ___ other: _____

4.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

4.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____

4.4. Organize materials and supplies to complete work assignments in the business technology field (e.g., file cabinets, folders, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the business technology field (e.g., use tools, equipment, and supplies for designated purposes only, wear proper protection when required, don't overload an electrical outlet). (CL.C.2.In.2, CL.C.2.Su.2)

4.6. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

4.7. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.8. Use measuring devices appropriately to complete functional tasks related to the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)

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Using Telephone, Mail, and E-mail

- 4.9. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.11. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.12. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.13. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: word processing graphics and presentation
 spreadsheet and databases other: _____
- 4.16. Access available databases through the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use software to access Internet
 use search engines
 other: _____
- 4.17. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
- 5. Meet health and safety requirements related to the workplace.**
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 5.1. Perform job tasks without any injury to self or others (e.g., follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.2. Follow safety rules and procedures required for work performed (e.g., do not overload electrical outlets, do not spill food or drink on computer). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 5.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 5.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 5.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.10. Identify safety rules and procedures required for a specific job in the business technology field (e.g., take precautions with equipment, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.12. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.13. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

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- 5.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

6. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt

verbal prompt

visual prompt

assistive technology

supervision

other: _____

-
- 6.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the business technology field (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability). (CL.C.2.In.5, CL.C.2.Su.5)
- 6.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the business technology field (e.g., repairing equipment, following preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)
- 6.3. Clean and maintain tools and equipment used in the business technology field (e.g., keep dust off equipment, maintain climate control). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.4. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 6.5. Store tools, supplies, and equipment used in the business technology field in appropriate areas (e.g., closets, storage areas, desks). (CL.C.2.In.2, CL.C.2.Su.2)
- 7. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the business technology field reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Business Technology.

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- 8. Demonstrate, in a work environment, the skills required for the job(s) within the business technology field reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Business Technology.

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980060
Course Title: Diversified Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop occupational competencies through employment-related instruction (including employability skills, and concurrent, paid, supervised, on-the-job training.)

The content should include, but not be limited to, the following:

- employability skills
- budgeting and personal financial planning
- interpersonal relationships and leadership skills
- self-advocacy and self-determination
- problem-solving skills
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Employment-related instruction is in-school instruction which includes competency development related to employment. Supervised on-the-job training provides opportunities for selective placement based on the student's abilities and competency development and evaluation through planned instructional activities in a job setting.

The teacher or coordinator will meet with each training agency supervisor a minimum of once each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Entry into the program is based upon the student's Transition IEP, which includes the student's post-school outcome statement.

Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the school and on-the-job instructional activities during the school year immediately preceding the summer assignment for students.

Laboratory activities are an integral part of this program. Supervised on-the-job training, governed by an individualized training plan signed by the employer, teacher, and student, is used in the classroom and on-the-job to enable the student to attain the competencies required for his or her occupation.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

The Cooperative Education Clubs of Florida is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.

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- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.**

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.In.5 apply employability skills in the workplace.

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- CL.C.2.Su.1 plan and implement personal work assignments—with assistance.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with assistance.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Effective Work Habits

- 1.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____
- 1.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 1.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 1.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____

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- 1.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.7. *Follow verbal directions more than two steps. (Language B 14: V)*
- 1.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 1.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ complete one task before starting another
 _____ pace work so tasks are completed on time
 _____ do not take prolonged or unnecessary breaks
 _____ reward yourself periodically for completing subtasks
 _____ other: _____
- 1.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 1.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 1.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____

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Using Tools, Equipment, and Supplies

- 1.17. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the targeted occupation. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ supplies—fabric, spices, condiments
 _____ equipment—sewing machine, stove, washer
 _____ tools—scissors, yard stick, measuring cups
 _____ other: _____
- 1.18. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 1.19. Use strategies to assist one in the identifying needed supplies, equipment, and tools for specific work assignments in the targeted occupation. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
 _____ set up workstation with all needed supplies and equipment before starting
 _____ other: _____
- 1.20. Organize materials and supplies to complete work assignments in the targeted occupation (e.g., sewing kit, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 1.21. Use tools, equipment, and supplies safely and correctly for specific work assignments in the targeted occupation (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 1.22. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 1.23. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 1.24. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

Ethical Behavior

- 1.25. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.26. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.27. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

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- 1.28. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.29. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 1.30. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.31. *Identify appropriate attendance practices for school and work.*
(*Social and Personal C 26: IV*)
- 1.32. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands; follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.33. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (*Social and Personal C 25: IV*)
- 1.34. *Demonstrate interpersonal skills necessary for task completion when working with more than one person.* (*Social and Personal C 27: V*)

Meeting Health and Safety Requirements

- 1.35. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.37. *Use safety equipment and procedures when necessary.* (*Social and Personal C 32: VI*)
- 1.38. *Recognize dangerous situations in the environment.* (*Social and Personal D 33: III*)
- 1.39. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.40. *Use language to indicate danger or give warnings to others.* (*Language C 22: III*)

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- 1.41. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 1.42. *Demonstrate or indicate knowledge of basic first aid principles.*
(*Social and Personal E 45: VI*)
- 1.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.44. Identify safety rules and procedures required for specific jobs (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.45. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker must be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.46. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.47. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(*Social and Personal D 35: V*)
- 1.48. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 1.49. *Demonstrate understanding of safety and warning signs in the environment.*
(*Social and Personal D 37: V*)

Employability Skills

- 1.50. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.51. *Identify characteristics of a good employee.* (*Social and Personal C 23: IV*)

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- 1.52. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.53. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.54. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.55. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.56. *Identify mistakes on task assignments with and without assistance.*
(*Social and Personal C 28: V*)
- 1.57. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.58. *Seek help and accept assistance.* (*Social and Personal C 21: III*)
- 1.59. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.60. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties
 work site supervisor
 other: _____

Grooming and Hygiene

- 1.61. Identify characteristics of appropriate grooming and attire for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.62. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.63. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time for dressing, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

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2. Recognize and use knowledge of budgeting and financial planning to manage personal funds effectively.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

2.1. Identify characteristics of common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ preparing and following weekly and monthly budgets
_____ managing and protecting personal cash
_____ using checking and savings accounts
_____ using an ATM or debit card
_____ buying goods and services
_____ paying bills, contributing to charities
_____ using comparative shopping to make wise purchases
_____ using a credit card
_____ paying income and other kinds of taxes
_____ saving and investing money
_____ buying insurance
_____ other: _____

2.2. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

2.3. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

2.4. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*

2.5. *Complete forms associated with a savings account. (Mathematics E 45: VI)*

2.6. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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- 2.7. Use specific knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ using coins and bills to pay for goods and services
_____ selecting desired goods and services based on needs and available funds
_____ evaluating claims in advertisements
_____ understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
_____ entering into long term contracts and loans
_____ using ATM or debit cards
_____ using credit cards or charge accounts
_____ maintaining checking and savings accounts at a bank or credit union
_____ other: _____
- 2.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)
- 2.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 2.10. *Associate the financial institution (e.g., bank, credit union) with money.*
(*Mathematics E 34: IV*)
- 2.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)
- 2.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)
- 2.13. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

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3. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 - assistive technology supervision other: _____
-

Communication Skills

3.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: facial expressions sounds
 gestures body language
 hand signals other: _____

3.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

3.3. *State steps to complete a task. (Language C 31: VI)*

3.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____

3.5. *Use language to initiate social greetings. (Language C 23: III)*

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- 3.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 3.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
_____ paying attention to cues—first, second...; in summary; most important
_____ linking to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 3.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.12. *Use language to initiate conversation. (Language C 30: VI)*
- 3.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

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- 3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

Interpersonal Skills

- 3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.28. Share plans with others in a group in work situations (e.g., orally explain a plan to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 3.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.39. Demonstrate behavior that meets the expectations of the target organization within the workplace (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target organization within the workplace (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 3.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

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- 3.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 3.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 3.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact Cooperative Education Clubs of Florida). (SE.A.1.In.2)

4. Demonstrate the knowledge and skills needed for self-advocacy and self-determination as appropriate in a variety of situations.

- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

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Self-Advocacy

- 4.1. Describe laws that protect citizens and employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.2. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.3. Identify ways citizens and employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.4. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.5. Identify behaviors that reflect self-advocacy in various situations (e.g., responses to inquiries about preferences and desires; choosing to engage in activities that reflect own desires, when asked). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ workplace—on the job, breaks
- 4.6. Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ workplace—on the job, breaks
- 4.7. Monitor own use of self-advocacy behaviors in various situations (e.g., checking if I am meeting my goals or only doing what others want me to do). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ workplace—on the job, breaks

Planning Career Goals

- 4.8. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ reconcile self-assessment with environmental assessment of potential workplace
 _____ identify long-range alternatives
 _____ specify short-range goals
 _____ set priorities and prepare an action plan
 _____ develop a contingency plan
 _____ other: _____

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- 4.9. Identify the time, training, and resources needed to accomplish career goals (e.g., gaining experience and getting excellent evaluations in current jobs, applying for a training program, getting funds to pay for training program). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.10. Prioritize and schedule the time, training, and resources needed to accomplish career goals (e.g., setting a date for accomplishing long-term goal, ordering the list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.11. Commit to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 4.12. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 4.13. Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.14. Commit to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)
- 4.15. Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 4.16. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan. (IF.B.1.In.2, IF.B.1.Su.2)
- 4.17. Adapt plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

5. Use appropriate personal care skills in a variety of situations relevant to the workplace.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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- 5.1. Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

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- 5.2. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 5.3. Use strategies to complete dressing activities related to work effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes or put on a necktie; ask someone to show you correct method; use alternative approaches—Velcro shoe straps, clip-on tie; hang matching clothes together). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.4. Use specific knowledge and skills when completing grooming activities related to work (e.g., hair—part hair evenly, fix hair according to style; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know how to remove; shaving—know about different types of shavers). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.5. Use strategies to complete grooming activities related to work effectively and efficiently and on a regular basis (e.g., check company policy on length of hair and appearance, mark scheduled appointments on calendar, keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.6. Use specific knowledge and skills to complete hygiene activities related to work (e.g., using the toilet, cleaning up afterwards, following required work procedures). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.7. Use strategies to complete hygiene activities related to work effectively and efficiently and on a regular basis (e.g., follow a regular procedure for caring for personal needs, check watch to note amount of time used for personal hygiene on job). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.8. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 5.9. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, and toothpaste). (Social and Personal A 6: IV)*
- 5.10. Use specific knowledge and skills when completing personal care activities needed for motor control related to work activities (e.g., using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
- 5.11. Use strategies related to motor control to complete personal care activities related to work activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist regarding lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

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6. Recognize and appropriately use cognitive strategies and problem-solving skills in a variety of situations relevant to the workplace.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Applying Problem-solving Strategies

- 6.1. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.2. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 6.3. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ brainstorming—identifying all solutions that come to mind
 ___ identifying steps—when a complicated task is involved
 ___ estimating—when numbers are involved
 ___ matching consequences to actions—for cause and effect
 ___ troubleshooting—finding problems with a work process
 ___ creative-thinking—when multiple solutions are acceptable
 ___ modeling—basing actions on those of a good example
 ___ other: _____
- 6.4. Apply brainstorming techniques when starting to solve problems at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.5. Identify the separate steps of a complicated process when solving problems at work involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.6. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a work assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

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- 6.7. Match consequences to actions and decisions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.8. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.9. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.10. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.11. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 6.12. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.13. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.14. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

- 6.15. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.16. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

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7. **Demonstrate, in a work environment, the skills required for the job(s) identified in the student's individualized training plan and reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Diversified Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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1102

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980070
Course Title: Health Science Education
Previous Course Title: Health Occupations Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities to become employable as basic entry level workers in a health care setting or enter an occupational proficiency program at a higher level.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should simulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Health Occupations Students of America (HOSA) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this course.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.**

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 2 in this course.

Effective Work Habits

- 1.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____
- 1.3. Use alternative approaches when having difficulty completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 1.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 1.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 1.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.7. *Follow verbal directions with more than two steps. (Language B 14: V)*

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- 1.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 1.9. Complete assignments as specified in lab manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 1.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 1.12. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 1.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 1.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____

Ethical Behavior

- 1.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

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- 1.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: report to work regularly and be on time
 stay until quitting time
 return from breaks promptly
 inform supervisor if unable to work—illness, lateness, scheduling conflict
 other: _____
- 1.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 1.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.25. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 1.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

Employability Skills

- 1.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.28. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 1.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

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- 1.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.33. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 1.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.35. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 1.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 1.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties
 work site supervisor
 other: _____

Applying Problem-solving Strategies

- 1.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative-thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____
- 1.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)



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- 1.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 1.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 1.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 1.49. Determine impact of decisions and activities related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 1.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 1.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the health care field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

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- 1.52. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 1.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 1.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

2. Meet health and safety requirements related to the workplace.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

- 2.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; handle medications properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.4. *Recognize dangerous situations in the environment. (Social and Personal C 33: III)*
- 2.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: stopping bleeding and applying bandages
 taking care of burns, poisons, and wounds
 getting help when needed
 other: _____

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- 2.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 2.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.10. Identify safety rules and procedures required for a specific job in the health care field (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.13. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 2.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

3. Display appropriate communication, interpersonal, and leadership skills.

- | | |
|-------------|--|
| SE.A.1.In.1 | cooperate in a variety of group situations. |
| SE.A.1.In.2 | assist in establishing and meeting group goals. |
| SE.A.1.In.3 | function effectively within formal organizations. |
| SE.A.1.Su.1 | cooperate in group situations—with guidance and support. |
| SE.A.1.Su.2 | function effectively within formal organizations—with guidance and support. |
| SE.A.2.In.1 | interact acceptably with others within the course of social, vocational, and community living. |
| SE.A.2.Su.1 | interact acceptably with others within the course of social, vocational, and community living—with guidance and support. |

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- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Communication Skills

- 3.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 3.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 3.5. *Use language to initiate social greeting. (Language C 23: III)*
- 3.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 3.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ listening for content
 ___ paying attention to cues—first, second...; in summary; most important
 ___ linking to prior knowledge and experiences
 ___ considering emotional meaning
 ___ other: _____

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- 3.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.12. *Use language to initiate conversation. (Language C 30: VI)*
- 3.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.16. Give effective feedback to others in work situations (e.g., “You need to record the patient information more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, clean up workstation). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

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Interpersonal Skills

- 3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 3.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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- 3.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.39. Demonstrate behavior that meets the expectations of the target business or institution within the health care field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 3.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business or institution within the health care field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 3.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a project, assign roles to different members of a group). (SE.A.1.In.2)
- 3.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 3.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

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- 3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 3.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Health Occupations Students of America [HOSA]). (SE.A.1.In.2)

4. Demonstrate understanding and proficiency in services related to health science occupations for the job(s) reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

5. Demonstrate knowledge of basic structure and function of systems of the human body.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

5.1. Demonstrate knowledge of major body systems including their structures, including cells, tissues, and organs, and functions.

Specify: circulatory respiratory digestive
 excretory reproductive nervous
 skeletal muscular other: _____

5.2. Identify body parts and gender. (Social and Personal D 39: III)

5.3. Demonstrate knowledge of how the various systems of the body are related to each other.

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- 5.4. Demonstrate knowledge of basic concepts of human growth and maturation.
Specify: major stages of growth—infancy, childhood, adolescence, adulthood
 physical, mental, and emotional changes of humans
 other: _____
- 5.5. Demonstrate knowledge of basic concepts of heredity and reproduction.
Specify: development of the reproductive system—males and females
 process of fertilization and stages of pregnancy
 the birth process
 individual responsibilities in family planning
 risks of diseases, drugs, alcohol abuse, and smoking on the fetus
 heredity
 other: _____
- 5.6. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)
- 5.7. Identify characteristics of basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)
- 5.8. Identify the effects of various diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: how diseases are transmitted and the incubation periods
 common communicable diseases and symptoms
 life-threatening diseases—cancer, heart disease, emphysema
 sexually transmitted diseases, including HIV and AIDs
 other: _____
- 5.9. Demonstrate awareness of the effects of nutrition on systems of the human body.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify: using the Food Guide Pyramid for a balanced diet
 common effects of malnutrition
 distinguishing nutritious from non-nutritious foods
 impact of emotional problems on nutrition
 other: _____
- 5.10. Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: using prescription and nonprescription drugs
 legal control of drugs and other substances
 impact of tobacco, alcohol, and other drug abuse
 relation of emotional and social problems and substance abuse
 other: _____
- 5.11. *Recognize the health risk associated with substance abuse.*
(Social and Personal E 42: V)
- 5.12. *Identify appropriate storage and use of medications.* (Social and Personal E 41: V)

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- 5.13. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 5.14. **Demonstrate knowledge of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)**
Specify: benefits of regular exercise—weight control, blood pressure, stamina
 types of exercise—daily activities, aerobic, strength conditioning
 using exercise to relieve stress
 importance of sleep and rest in maintaining body's functions
 impact of chronic fatigue on body's functions
 other: _____
- 5.15. **Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)**
Specify: effects of positive outlook and social relationships on health practices
 negative impacts of emotional and social factors—
eating disorders, digestive disorders, addictions
 impact of positive and negative role models and peer pressure
 other: _____

6. Use appropriate technology, tools, equipment, and supplies commonly found in the health care field safely and correctly.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Using Tools, Equipment, and Supplies

- 6.1. **Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)**
Specify: supplies—medications, charts, IV solution
 equipment—hospital bed, bedpan, plastic gloves
 tools—thermometer, blood pressure gauge
 other: _____
- 6.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 6.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with all needed supplies and equipment before starting
_____ other: _____
- 6.4. Organize materials and supplies to complete work assignments in the health care field (e.g., refrigerator, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the health care field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload electrical outlets). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.6. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 6.7. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 6.8. Use measuring devices appropriately to complete functional tasks related to the health care field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 6.9. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.10. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.11. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.12. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.13. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ word processing _____ graphics and presentation
_____ spreadsheet and databases _____ other: _____

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- 6.14. Access available databases through the Internet to complete work-related tasks.

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: use software to access Internet

use search engines

other: _____

- 6.15. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt

verbal prompt

visual prompt

assistive technology

supervision

other: _____

- 7.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the health care field (e.g., efficiency, accuracy, responsibility, dependability, compassion, ability to communicate, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the health care field (e.g., repairing equipment, taking care of preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.3. Clean and maintain tools and equipment used in the health care field (e.g., suture trays and equipment—sterilize, seal in plastic; x-ray machine—clean, call service person to monitor safety). (CL.C.2.In.2, CL.C.2.Su.2)
- 7.4. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 7.5. Store tools, supplies, and equipment used in the health care field in appropriate areas (e.g., refrigerator, closets, storage cabinets, laboratories). (CL.C.2.In.2, CL.C.2.Su.2)

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- 8. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 9. Demonstrate, in the work environment, mastery of the student performance standards for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980080
Course Title: Family and Consumer Sciences Education
Previous Course Title: Home Economics Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities to acquire knowledge and develop attitudes and skills in one or more family and consumer sciences occupations and to acquaint students with the skills necessary to become independent and productive members of society. Students may prepare for occupations in the areas of food production, clothing production, home furnishings, child care, and home management and environmental services.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course

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requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices within the industry. Activities provide instruction in the use of equipment including: audiovisual, computers, large and small kitchen equipment, laundry equipment, cleaning equipment and supplies for homes and institutions, industrial sewing machines and sewing equipment, and home technology.

Instructional activities involving practical applications of course requirements may also occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

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1. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 1.5. *Use language to initiate social greetings. (Language C 23: III)*

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- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues—first, second...; in summary; most important
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____
- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to measure the fabric more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

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- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

Interpersonal Skills

- 1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 1.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the family and consumer sciences field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the family and consumer sciences field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

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- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Homemakers of America/Home Economics Related Occupations [FHA/HERO]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
-

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Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 4 in this course.

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.9. Complete assignments as specified in lab manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ complete one task before starting another
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____

Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)
- 2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (Social and Personal C 25: IV)
- 2.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person.* (Social and Personal C 27: V)

Employability Skills

- 2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.28. *Identify characteristics of a good employee.* (Social and Personal C 23: IV)
- 2.29. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.33. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.35. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: work schedule work duties
 work site supervisor
 other: _____

Applying Problem-solving Strategies

- 2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: brainstorming—identifying all solutions that come to mind
 identifying steps—when a complicated task is involved
 estimating—when numbers are involved
 matching consequences to actions—for cause and effect
 troubleshooting—finding problems within a work process
 creative-thinking—when multiple solutions are acceptable
 modeling—basing actions on those of a good example
 other: _____
- 2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the family and consumer sciences industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.52. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)

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- 2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

3. Use appropriate technology, tools, equipment, and supplies commonly found in the family and consumer sciences field safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Tools, Equipment, and Supplies

- 3.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ supplies—fabric, spices, condiments
 ___ equipment—sewing machine, stove, washer
 ___ tools—scissors, yard stick, measuring cups
 ___ other: _____

- 3.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

- 3.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____

- 3.4. Organize materials and supplies to complete work assignments in the family and consumer sciences field (e.g., sewing kit, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

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- 3.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the family and consumer sciences field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.9. Use measuring devices appropriately to complete functional tasks related to the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.12. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 3.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: word processing graphics and presentation
 spreadsheet and databases other: _____

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- 3.17. Access available databases through the Internet to complete work-related tasks.
(CL.C.2.In.2, CL.C.2.Su.2)

Specify: use software to access Internet
 use search engines
 other: _____

- 3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

4. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; handle cleaning agents properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 4.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 4.7. Perform common health and safety activities involving first aid in work situations.
(CL.C.2.In.4, CL.C.2.Su.4)
Specify: stopping bleeding and applying bandages
 taking care of burns, poisons, and wounds
 getting help when needed
 other: _____
- 4.8. *Demonstrate or indicate knowledge of basic first aid principles.
(Social and Personal E 45: VI)*

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- 4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.10. Identify safety rules and procedures required for a specific job in the family and consumer sciences industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects and machines). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.12. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 4.13. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.14. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 4.15. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

5. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the family and consumer sciences field reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Family and Consumer Sciences.

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

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- 6. Demonstrate, in a work environment, the skills required for the job(s) within the family and consumer sciences field identified in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Family and Consumer Sciences.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

1148

1140

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980090
Course Title: Industrial Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is enable students with disabilities to prepare to perform activities including production, construction, processing, assembling, testing, maintaining, servicing, or repairing products. Students may prepare for employment in occupations involving housing and building construction; masonry, plumbing, wiring, welding, glazing, and roofing; automotive, marine, and small engine mechanics; drafting and commercial art; woodworking, upholstery, painting, and floor coverings; heating and cooling systems; and major appliances.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course

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requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. Equipment should be provided to permit experiential learning for each student. The activities should simulate the skills the student will be expected to perform on the job. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The Vocational Industrial Clubs of America (VICA), Inc. is an appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.

- | | |
|-------------|--|
| SE.A.1.In.1 | cooperate in a variety of group situations. |
| SE.A.1.In.2 | assist in establishing and meeting group goals. |
| SE.A.1.In.3 | function effectively within formal organizations. |
| SE.A.1.Su.1 | cooperate in group situations—with guidance and support. |
| SE.A.1.Su.2 | function effectively within formal organizations—with guidance and support. |
| SE.A.2.In.1 | interact acceptably with others within the course of social, vocational, and community living. |
| SE.A.2.Su.1 | interact acceptably with others within the course of social, vocational, and community living—with guidance and support. |

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- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 1.5. *Use language to initiate social greeting. (Language C 23: III)*
- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: listening for content
 paying attention to cues—first, second...; in summary; most important
 linking to prior knowledge and experiences
 considering emotional meaning
 other: _____

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- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

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Interpersonal Skills

- 1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.25. Demonstrate behavior that meets the responsibilities of the role taken by an individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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- 1.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 1.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the targeted industry (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the targeted industry (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

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- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Vocational Industrial Clubs of America [VICA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 4 in this course.

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule
 set an alarm clock as a reminder
 track subtasks on calendar
 check off subtasks when completed
 other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist compare with model or example
 look for errors ask peer or co-worker to review
 ask supervisor to review other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.11. Use strategies to assist with the maintenance of on task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work on only one task at a time
 _____ pace work so tasks are completed on time
 _____ do not take prolonged or unnecessary breaks
 _____ reward yourself periodically for completing subtasks
 _____ other: _____
- 2.12. Stay on task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____

Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

Employability Skills

- 2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.28. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.33. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.35. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____

Applying Problem-solving Strategies

- 2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
 _____ identifying steps—when a complicated task is involved
 _____ estimating—when numbers are involved
 _____ matching consequences to actions—for cause and effect
 _____ troubleshooting—finding problems within a work process
 _____ creative-thinking—when multiple solutions are acceptable
 _____ modeling—basing actions on those of a good example
 _____ other: _____
- 2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated,). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine impact of decisions and activities related to solving the problem in the target industry (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the target industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.52. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time for dressing, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

3. Use appropriate technology, tools, equipment, and supplies commonly found in industrial occupations safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Using Tools, Equipment, and Supplies

- 3.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the target industry. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ___ supplies—cement, lumber, bricks
 ___ equipment—cement mixer, power drill
 ___ tools—lathe, trowel, electric saw
 ___ other: _____
- 3.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the target industry. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____
- 3.4. Organize materials and supplies to complete work assignments in the target industry (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the target industry (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload electrical outlets; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

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- 3.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.9. Use measuring devices appropriately to complete functional tasks in the target industry. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.12. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 3.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: word processing graphics and presentation
 spreadsheet and databases other: _____
- 3.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: use software to access Internet
 use search engines
 other: _____
- 3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

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4. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 4.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.6. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 4.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: ___ stopping bleeding and applying bandages
 ___ taking care of burns, poisons, and wounds
 ___ getting help when needed
 ___ other: _____
- 4.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.10. Identify safety rules and procedures required for a specific job in the target industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

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- 4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.13. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

5. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 5.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the target industry (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the target industry (e.g., repairing equipment, following preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.3. Clean and maintain tools and equipment used in the target industry (e.g., electric saw—clean, oil, sharpen blade, check wiring; truck—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 5.4. Store tools, supplies, and equipment used in the targeted industry in appropriate areas (e.g., closets, storage building, work benches, garage). (CL.C.2.In.2, CL.C.2.Su.2)

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- 6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the targeted industry that is reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Industrial Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 7. Demonstrate, in a work environment, the skills required for the job(s) within the targeted industry that is reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Industrial Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980100
Course Title: Marketing Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to prepare students with disabilities for entry and success in marketing. The training provided is in accordance with the student's level of functioning and the requirements of the particular job(s) for which the student is being prepared. Students may prepare for occupations involving selling, buying, transporting or storing goods, or providing services.

The content should include, but not be limited to:

- employability skills
- interpersonal and leadership skills
- job-specific skills and competencies
- use of technology, tools, equipment, and supplies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

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This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. Equipment should be provided to permit experiential learning for each student. The activities should simulate the skills the student will be expected to perform on the job. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The Distributive Education Clubs of America (DECA) organization is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.

- | | |
|-------------|--|
| SE.A.1.In.1 | cooperate in a variety of group situations. |
| SE.A.1.In.2 | assist in establishing and meeting group goals. |
| SE.A.1.In.3 | function effectively within formal organizations. |
| SE.A.1.Su.1 | cooperate in group situations—with guidance and support. |
| SE.A.1.Su.2 | function effectively within formal organizations—with guidance and support. |
| SE.A.2.In.1 | interact acceptably with others within the course of social, vocational, and community living. |
| SE.A.2.Su.1 | interact acceptably with others within the course of social, vocational, and community living—with guidance and support. |

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- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

Communication Skills

- 1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 1.3. *State steps to complete a task. (Language C 31: VI)*
- 1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 1.5. *Use language to initiate social greeting. (Language C 23: III)*
- 1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ listening for content
 ___ paying attention to cues—first, second...; in summary; most important
 ___ linking to prior knowledge and experiences
 ___ considering emotional meaning
 ___ other: _____

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- 1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 1.12. *Use language to initiate conversation. (Language C 30: VI)*
- 1.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

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Interpersonal Skills

- 1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 1.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising to others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 1.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

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- 1.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 1.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 1.39. Demonstrate behavior that meets the expectations of the target business organization within the marketing field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the marketing field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
- 1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

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- 1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Distributive Education Clubs of America [DECA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- | | |
|-------------|---|
| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.3 | display reliability and work ethic according to the standards of the workplace. |
| CL.C.2.In.4 | follow procedures to ensure health and safety in the workplace. |
| CL.C.2.In.5 | apply employability skills in the workplace. |
| CL.C.2.Su.1 | plan and implement personal work assignments—with guidance and support. |
| CL.C.2.Su.3 | display reliability and work ethic according to the standards of the workplace—with guidance and support. |
| CL.C.2.Su.4 | follow procedures to ensure health and safety in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |

Indicate guidance and support necessary for mastery at supported level:

| | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 3 in this course.

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ work according to schedule
 _____ set an alarm clock as a reminder
 _____ track subtasks on calendar
 _____ check off subtasks when completed
 _____ other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ try different techniques _____ seek advice from others
 _____ seek assistance from others _____ read the instructions or references
 _____ other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ use a checklist _____ compare with model or example
 _____ look for errors _____ ask peer or co-worker to review
 _____ ask supervisor to review _____ other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace or industry standards
 _____ evaluate own task performance using workplace or industry standards
 _____ other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in technical manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
- 2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ complete one task before starting another
 _____ pace work so tasks are completed on time
 _____ do not take prolonged or unnecessary breaks
 _____ reward yourself periodically for completing subtasks
 _____ other: _____
- 2.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.13. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.14. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____

Ethical Behavior

- 2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. *Identify appropriate attendance practices for school and work.*
(*Social and Personal C 26: IV*)
- 2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.25. *Demonstrate interpersonal skills necessary for task completion when working with another person.* (*Social and Personal C 25: IV*)
- 2.26. *Demonstrate interpersonal skills necessary for task completion when working with more than one person.* (*Social and Personal C 27: V*)

Employability Skills

- 2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.28. *Identify characteristics of a good employee.* (*Social and Personal C 23: IV*)
- 2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.33. *Identify mistakes on task assignments with and without assistance.*
(*Social and Personal C 28: V*)
- 2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.35. *Seek help and accept assistance.* (*Social and Personal C 21: III*)
- 2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____

Applying Problem-solving Strategies

- 2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
 _____ identifying steps—when a complicated task is involved
 _____ estimating—when numbers are involved
 _____ matching consequences to actions—for cause and effect
 _____ troubleshooting—finding problems within a work process
 _____ creative-thinking—when multiple solutions are acceptable
 _____ modeling—basing actions on those of a good example
 _____ other: _____
- 2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work toward improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.49. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

- 2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the marketing field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.52. *Distinguish between appropriate dress for school, work, and leisure activities.*
(*Social and Personal A 7: V*)
- 2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

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2.55. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

3. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

3.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

3.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves). (CL.C.2.In.4, CL.C.2.Su.4)

3.3. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

3.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

3.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

3.6. *Use language to indicate danger or warnings to others. (Language C 22: III)*

3.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)

Specify: ___ stopping bleeding and applying bandages
___ taking care of burns, poisons, and wounds
___ getting help when needed
___ other: _____

3.8. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*

3.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

3.10. Identify safety rules and procedures required for a specific job in the marketing field (e.g., wear necessary protective equipment, take precautions with heavy loads, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

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- 3.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.13. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 3.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

4. Use appropriate technology, tools, equipment, and supplies commonly found in marketing occupations safely and correctly.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Using Tools, Equipment, and Supplies

- 4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: supplies—transportation containers, display counters, racks, shelves, merchandise to be sold
 equipment—cash register, computer
 tools—forklift, dolly, truck
 other: _____
- 4.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 4.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
 _____ set up workstation with all needed supplies and equipment before starting
 _____ other: _____
- 4.4. Organize materials and supplies to complete work assignments in the marketing field (e.g., plastic storage containers; cabinets and drawers; storage rooms, desk space; display shelves; racks, and counters). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the marketing field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.9. Use measuring devices appropriately to complete functional tasks related to the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

- 4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.12. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

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4.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: word processing graphics and presentation
 spreadsheet and databases other: _____

4.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: use software to access Internet
 use search engines
 other: _____

4.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate proficiency in the services and products related to the marketing occupations for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the marketing field reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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7. **Demonstrate, in a work environment, the skills required for the job(s) within the marketing field identified in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The student performance standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980110
Course Title: Career Preparation
Previous Course Title: Employability Skills
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the first of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate awareness of planning processes used to establish and revise personal and career goals.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 1.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)

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- 1.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.Su.1)
- 1.3. Identify criteria to determine when a plan is needed (e.g., to determine time and resources available for planning, long-term impact of goals, availability of options). (IF.B.1.In.1, IF.B.Su.1)
- 1.4. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)
- 1.5. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
Specify: _____ individuals—family, supervisor, teacher, counselor, possible employers
 _____ agencies—government agencies, religious organizations, schools
 _____ other: _____
- 1.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.7. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)
- 1.8. Identify alternatives and choices available to reach personal and career goals (e.g., personal—weight loss: start exercise program, consult a physician; career—work at home, find a job that allows flexible hours and has child care). (IF.B.1.In.1, IF.B.Su.1)
- 1.9. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.Su.1)
- 1.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, is self-gratifying). (IF.B.1.In.1, IF.B.Su.1)
- 1.11. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships, repairing a family car and then enrolling in car maintenance course). (IF.B.1.In.1, IF.B.Su.1)
- 1.12. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)

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- 1.13. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)

Specify: home school community/workplace

2. Demonstrate awareness of competencies used to apply for a job, including creating resumes and participating in simulated job interviews.

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Employment Resources

- 2.1. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.2. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.3. *Identify resources for finding employment. (Social and Personal C 30: VI)*

Resumes and Portfolios

- 2.4. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—samples of drawings, or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.5. Identify ways to make resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.6. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

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Interviews

- 2.7. Identify the importance of a job interview (e.g., opportunity to make a positive first impression, identify job requirements, build rapport, and learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.8. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ work history _____ related experiences
_____ training _____ career goals
_____ personal strengths and interests _____ other: _____
- 2.9. Identify inappropriate grooming and attire for job interview (e.g., low cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.10. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

Application Forms

- 2.11. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special job requirements). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.12. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 2.13. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)

Employment Tests

- 2.14. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.15. Identify the purpose of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.16. Identify ways to prepare for common employment examinations (e.g., obtain study guides, study materials, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.17. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

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- 2.18. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, advocacy groups, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

References

- 2.19. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethics, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.20. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship to individual, opinions about individual's work ethics, performance abilities, letter of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.21. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.22. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)

Follow-up Procedures

- 2.23. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.24. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.25. Identify purposes of common legal documents necessary for employment (e.g., provide applicant legal protection, provide applicant information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

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3. Demonstrate awareness of job responsibilities and social competencies needed to obtain successful employment in a variety of settings.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Completing Work Assignments

- 3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.2. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.5. *Sort like objects. (Social and Personal C 19: II)*
- 3.6. *Stay on task until its completion. (Social and Personal C 20: III)*
- 3.7. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 3.8. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 3.10. Request assistance in the sequence of tasks or activities. (CL.C.2.Pa.1)

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- 3.11. Accept assistance with and participate in the sequence of tasks or activities related to work assignments. (CL.C.2.Pa.1)
Specify: _____

Using Tools, Equipment, and Supplies

- 3.12. Identify the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, information sources; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.13. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.14. Identify materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.15. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.16. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 3.17. Describe steps to clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.18. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.19. Identify appropriate areas for storing tools, supplies, and equipment (e.g., paper and office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.20. Request assistance in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own table, asks for own jacket when leaving). (CL.C.2.Pa.1)
- 3.21. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own desk, reaches for own tool when working). (CL.C.2.Pa.1)
- 3.22. Request assistance in recognizing and using adaptive or assistive devices used in work assignments (e.g., asks for switch to turn on computer, points towards raised workstation). (CL.C.2.Pa.1)
- 3.23. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments. (CL.C.2.Pa.1)

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- 3.24. Request assistance in obtaining objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)
- 3.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

Employability Skills

- 3.26. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.28. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.29. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.30. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.31. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ appropriate—being punctual, following rules, showing respect for superiors
 _____ inappropriate—disrupting work, making negative statements about co-workers
- 3.32. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.33. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.34. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.35. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 3.36. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

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- 3.37. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Identify self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

4. Demonstrate awareness of careers used in different types of businesses and industry.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied tasks; recycling—helpful to environment, time consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.5. Identify how characteristics of a given occupation may be perceived differently by individuals (e.g., custodial). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ activity level required ___ working environment
 ___ interaction with customers ___ consistency of expectations
 ___ other: _____
- 4.6. Identify skills needed to fulfill performance requirements for specific jobs within career clusters (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

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- 4.7. Describe advantages and disadvantages associated with selected occupations (e.g., postal carrier—benefits, vacation, outdoor work; telephone operator—flexible hours, monotony, desk job, irate customers). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.8. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of minorities or persons who have disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.9. Evaluate present and future local job market of a specific career cluster. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.10. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instructor; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.11. Identify educational and training requirements for specific jobs in a variety of career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.12. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ day shifts _____ night shifts _____ part-time
 _____ full time _____ overtime _____ other: _____
- 4.13. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation days, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.14. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

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5. Demonstrate awareness of effective work habits, ethical behavior, and appropriate grooming used in the workplace.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Effective Work Habits

- 5.1. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.2. Identify the characteristics and importance of being flexible when working (e.g., adapts to changes in schedule, expectations, and processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.3. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.4. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 5.5. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.6. Identify the characteristics and importance of being self-directed when working (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.7. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance and Ethics

- 5.8. Identify reasons for good attendance and punctuality on a job (e.g., responsibility to employer, production quotas, deadlines). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.9. *Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)*

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- 5.10. Identify the consequences of not being punctual on a job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.11. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.12. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.13. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

Grooming

- 5.14. Distinguish among appropriate attire for school, work, and leisure activities (e.g., school—uniform, if required; no short or tight clothing; shirts tucked in; work—uniform, if required; clothes ironed; no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.15. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 5.16. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

6. Demonstrate awareness of the roles of self-advocacy and self-determination used in the community and the workplace.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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Making Personal Choices

- 6.1. Identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—eat smaller meals, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.4. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, make take dieting to an extreme; benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.5. Identify strategies for balancing self, family, work, leisure, and citizenship in order to reduce the impact of stress (e.g., using time-management strategies, taking a brief vacation, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.6. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.7. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.8. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., degrees received, ambition, test scores, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

Identifying Personal Plans

- 6.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 6.10. Identify major steps and timelines to achieve goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.12. Identify situations impacting goal achievement and identify alternatives. (IF.B.1.In.2, IF.B.1.Su.2)

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Monitoring Progress and Making Adjustments to Personal Plans

- 6.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 6.14. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 6.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 6.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace

Developing Individual Educational Plans

- 6.17. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.18. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.19. Identify steps in the IEP development (e.g., determine desired long-term outcome, develop a present level of performance, develop annual goals and related short-term objectives or benchmarks, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.20. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ employment _____ instruction
 _____ community experience _____ post-school adult living
 _____ vocational evaluation _____ daily living skills
 _____ other: _____
- 6.21. Identify personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.22. Identify desired long-term outcomes to meet personal goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ post-school—postsecondary training, employment
 _____ adult living arrangements
 _____ community participation
 _____ other: _____

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Self-advocacy

- 6.23. Identify self-advocating behaviors (e.g., decisiveness, speaking up for oneself, voicing opinion). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.24. Discriminate between examples and non-examples of self-advocating behavior (examples—presenting self to supervisor to ask for a raise, promoting self when interviewing for a job; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.25. Identify factors that promote self-advocating behaviors (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy, work environment that accepts mistakes). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ school _____ community/workplace
- 6.26. Identify factors that inhibit self-advocating behaviors (e.g., lack of opportunity, lack of reinforcement for specific behaviors, lack of training in self-advocacy, excessive criticism, rigid authority structure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ school _____ community/workplace
- 6.27. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Demonstrate awareness of decision-making and problem-solving processes used in workplace situations.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Identifying Problems

- 7.1. Identify various ways to respond to and solve problems (e.g., late for work frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

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- 7.2. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 7.3. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—identifying multiple or unusual solutions
_____ modeling—basing actions on those of a good example
_____ other: _____
- 7.4. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.5. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.6. Identify alternative courses of action for solving a particular specified problem at work (e.g., project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 7.7. Identify strategies needed to solve problems (e.g., limited time to do work assignments—use time-management strategies, talk to boss about extending deadlines on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.8. Identify appropriate techniques or tools to solve problems (e.g., computer software, assignment planner, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.9. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from counselor or boss; problems with a subject area at school—tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.10. Accept assistance with and participate in efforts to solve problems. (CL.B.4.Pa.1)
Specify: _____ school _____ community/workplace
- 7.11. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems. (IF.B.2.Pa.2)
Specify: _____ school _____ community/workplace

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Evaluating Effectiveness of Solution

- 7.12. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?).
(CL.B.4.In.2, CL.B.4.Su.2)
- 7.13. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems).
(CL.B.4.In.2, CL.B.4.Su.2)

8. Demonstrate awareness of appropriate personal care skills used to meet demands of a variety of workplace situations.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

- 8.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting appropriate clothing for the job
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 8.2. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 8.3. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 8.4. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 8.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 8.6. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ meeting health and safety standards
 ___ meet workplace expectations
 ___ completing care activities at proper time and place
 ___ other: _____

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- 8.7. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 8.8. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 8.9. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: posture
 strength, stamina, endurance, and muscular flexibility
 postural alignment for sitting, standing, lifting, and movement
 proximity to objects
 other: _____
- 8.10. Request assistance in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.11. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.12. Request assistance in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 8.13. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)
Specify school routines: arrival during day departure
Specify community routines: workplace or volunteer activities special events
- 9. Demonstrate awareness of health and safety requirements used in the workplace.**
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 9.1. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.2. *Pick up the trash and dispose properly. (Social and Personal F 47: III)*
- 9.3. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.4. Identify fire prevention and safety precautions and practices for extinguishing fires (e.g., do not overload electrical outlets; smoke only in designated areas; do not fan flames; use water on small fires, if appropriate; use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.5. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.6. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, county or state government agencies, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.7. Identify materials and tools to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.8. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.9. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 9.10. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 9.11. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

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- 9.12. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(Social and Personal D 35: V)
- 9.13. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 9.14. Request assistance in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify situation: _____
- 9.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ school _____ community/workplace
- 9.16. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
- 9.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ school _____ community/workplace

10. Demonstrate awareness of rights, benefits, and responsibilities of employment, including the role of labor laws.

- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 10.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.2. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.3. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.4. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

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- 10.5. Identify the purpose of health and disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work due to disability). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.7. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.8. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, definition of consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.9. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.10. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding, establish agreement on terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.11. Identify components of employment contracts (e.g., specifies starting date, lists salary, lists responsibilities). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.13. Identify proper procedures for terminating a job if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; give two weeks' notice). (CL.C.1.In.2, CL.C.1.Su.2)
- 11. Demonstrate awareness of public and private transportation, as appropriate, used in the community.**
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Achieving Mobility in Buildings and Schools

- 11.1. Identify and find specific locations in the school or work environment when completing functional tasks (e.g., classrooms, administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling Within the Community

- 11.2. Move about in the immediate neighborhood from one location to another safely (e.g., walk, bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 11.4. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)
Specify: ___ walking ___ bicycle ___ bus
 ___ taxi ___ car ___ other: _____
- 11.5. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.6. Request assistance in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)
- 11.7. Accept assistance with and participate in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)
Specify: ___ school ___ community/workplace

Using Public Transportation

- 11.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: ___ cost ___ handicap accessibility
 ___ routes ___ hours of operation
 ___ other: _____
- 11.9. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

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- 11.10. Use maps to travel on a bus and other mass transit systems found in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.11. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.12. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

Driving an Automobile

- 11.13. Identify procedures to follow to obtain a restricted driver's license.
Specify: _____ presenting verification of age and parent consent
_____ passing the written test
_____ passing the vision test
_____ paying the fee
_____ other: _____
- 11.14. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, tire pressure, washer fluid, battery).
- 11.15. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure to or protection from adverse weather conditions, cost efficiency, personal ability to pump gas).
- 11.16. Demonstrate understanding of the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).
- 11.17. Describe the steps to take when involved in an accident (e.g., call police, stay with the car, produce operator's license and car registration, obtain copy of police report, call insurance company, obtain estimates for repairs).

12. Demonstrate awareness of the nature and importance of community resources used in relation to employment.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services—with guidance and support.
- IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 12.1. Identify community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., local employment offices, vocational offices, rehabilitation offices, television, newspaper, radio, friends, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with employment needs would need to be contacted (e.g., need a job, need help with a resume, want a new job). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.4. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone book, newspaper classifieds, employment magazines, word of mouth, community magazines, flyers, bulletin boards). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.5. Identify advantages and disadvantages or particular types of community service agencies, businesses, or other resources that assist individuals with employment needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: community service agencies:
 advantages—usually free or low cost
 disadvantages—may have limited services, may have eligibility criteria
 businesses:
 advantages—more available
 disadvantages—higher fees
 other resources—friends, neighbors, co-workers:
 advantages—know individual well
 disadvantages—may not be so knowledgeable as professionals
- 12.6. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone call, letter, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.7. Request assistance in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
- 12.8. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify: school community/workplace

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13. Demonstrate awareness of communication skills used in relation to the workplace.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 13.1. Identify the roles and uses of language in the workplace in communication (e.g., serve interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs; respond to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.2. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.3. Identify the difference in communication skills needed for formal and informal situations related to the workplace (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.4. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)
- 13.5. Identify the components of the listening process in order to listen more effectively in conversations and discussions in the workplace (e.g., hearing, understanding, and remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.6. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ relaxed ___ active ___ social ___ defensive
 ___ other: _____
- 13.7. Identify differences between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

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- 13.8. Identify need for own alternative or augmentative communication system and request its use in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)
- 13.9. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 13.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 13.12. *Use language to initiate conversation. (Language C 30: VI)*
- 13.13. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, when you need help with a task). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.14. Identify expressive language skills appropriate for job interviews (e.g., express ideas using complete sentences, use key ideas and supporting information, do not mumble, make eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.15. Identify the characteristics of behaviors that are appropriate responses to criticism (e.g., acknowledges own mistakes, accepts mistakes, seeks advice or assistance, improves own behavior or performance, removes ego, probes for clarification). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.16. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take criticism personally, practice self-blame, alter opinion of self based on negative comments from others). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.17. Identify situations that promote behaviors that are appropriate responses to criticism (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.18. Identify situations that inhibit behaviors that are appropriate responses to criticism (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)
- 13.19. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
- Specify: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive or augmentative device other: _____

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13.20. Request or accept desired person, object, or action (e.g., ask for favorite blouse or book).
(CO.A.1.Pa.1)

Specify: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive or augmentative device other: _____

13.21. Request or accept help or assistance. (CO.A.1.Pa.1)

Specify: touch referent object point to actual object
 vocalize or gesture verbalize or sign
 use assistive or augmentative device other: _____

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980120
Course Title: Career Experiences
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for

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which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the second of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Use a planning process to establish and revise personal and career goals.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

Personal Planning

- 1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.3. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Set personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour or so depending on extent of repairs, an open space, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

- 1.7. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to strengths and experiences). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.9. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ reconcile self-assessment with environmental assessment of the workplace
 _____ identify long-range alternatives
 _____ specify short-range goals
 _____ set priorities and prepare an action plan
 _____ develop a contingency plan
 _____ other: _____
- 1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, procure a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace settings. (IF.B.1.Pa.1)
Specify: _____ school _____ community _____ workplace
- 1.13. Indicate a non-preferred activity in a volunteer or work setting—with assistance. (CL.C.1.Pa.1)
Specify activity: _____

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- 1.14. Explore specific jobs associated with each career cluster (e.g., health care and medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.15. Describe advantages and disadvantages of an occupation in a specified career cluster (e.g., advantages—availability of jobs, advancement opportunities, location; disadvantages—pay scale, hazards on job). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.16. Identify personal preferences of occupations with specified career clusters. (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Identify personal preferences related to work hours and schedules associated with employment (e.g., full-time, part-time, day shift, night shift, revolving schedule, on call). (IF.B.1.In.1, IF.B.1.Su.1)

2. Evaluate own knowledge and skills needed to meet specific job requirements.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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- 2.1. Use self-appraisal to indicate career strengths and needs (e.g., certificates received, ambition, test scores, previous experiences, physical strengths, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.2. Conduct self-assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ work history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 2.3. Conduct self-assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ personal insight into capabilities
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 2.4. Identify personal characteristics which affect realistic job choices (e.g., special talents, problem solving, communicating, self-management, cooperation, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 2.6. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee.* (Social and Personal C 23: IV)
- 2.8. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)
- 2.9. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities (e.g., grades, study skills, coursework, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.11. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian’s assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.12. Complete sample job applications and simulated job interviews, using appropriate grooming and attire for preferred occupations. (CL.C1.In.1, CL.C1.Su.1)
- 2.13. *Use appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

3. Demonstrate knowledge of job responsibilities and social competencies for successful employment in a variety of school or community settings.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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Completing Work Assignments

- 3.1. Develop a plan to complete a work assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify the goal or end product, including quality standards—how well, how accurate, how fast
 identify resources needed—equipment, supplies, personnel, time
 determine substeps needed to accomplish the task
 determine schedule for completing task
 other: _____
- 3.2. *State steps to complete a task. (Language C 31: VI)*
- 3.3. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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- 3.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 3.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 3.6. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask peer or co-worker to review ask supervisor to review
 other: _____
- 3.7. Follow a systematic procedure to complete specific tasks on the job. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 3.8. Complete routine work tasks accurately and effectively in a variety of settings (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.9. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 3.10. Complete assignments as specified in lab and shop manuals, instruction sheets, or computer displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.11. *Sort like objects.* (Social and Personal C 19: II)
- 3.12. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

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Using Tools, Equipment, and Supplies

- 3.13. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ tools—air pressure gauge, hammer, balance, wrench, car jack
_____ other: _____
- 3.14. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.15. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with separate areas for needed supplies and equipment
_____ other: _____
- 3.16. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.17. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.18. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.19. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.20. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.21. Use new tools, equipment, and supplies by following instructions from an experienced user or a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.22. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.23. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.24. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

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- 3.25. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.26. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
- 3.27. Accept assistance with and participate in using objects for desired purposes during work assignments (e.g., putting parts in a bag). (CL.C.2.Pa.1)

Employability Skills

- 3.28. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.29. Stay on task for the duration of a work assignment (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.30. *Stay on task until its completion. (Social and Personal C 20: III)*
- 3.31. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.32. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.33. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 3.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: use a timer or alarm clock to monitor time or deadlines
 keep a model of final product for reference
 follow a checklist of tasks
 other: _____
- 3.35. Demonstrate a positive attitude towards tasks at school, in the community, or in a work setting (e.g., do not complain when given a difficult task, do not talk negatively about the authority figure or peers, talk positively about the task when not at school or community work-site). (CL.C.2.In.5, CL.C.2.Su.5)

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- 3.36. Recognize and show respect for the authority figure when working at school or in the community (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Recognize inappropriate physical contact from others in work and community settings. (IF.B.2.In.1, IF.B.2.Su.1)
- 3.39. Demonstrate appropriate responses to unwanted physical contact in work and community settings (e.g., walk away, ask person to stop, seek assistance). (IF.B.2.In.2, IF.B.2.Su.2)

4. Use effective work habits, ethical behavior, and appropriate grooming for the workplace in a variety of school or community settings.

- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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Reliability

- 4.1. Identify the characteristics and importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.2. Demonstrate dependability in work settings (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.3. Identify the characteristics and importance of being flexible in work settings (e.g., adapts to changes in schedule, expectations, processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.4. Demonstrate flexibility in work settings (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)

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- 4.5. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits mistakes when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.6. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 4.7. Demonstrate responsibility and self-control in work settings (e.g., does not cry or get angry when criticized; does not yell at or argue with co-workers; does not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.8. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 4.9. Identify the characteristics and importance of being self-directed in the workplace (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.10. Demonstrate self-directed behavior in work settings (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.11. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, practices quality assurance, impresses supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.12. Demonstrate attentive behavior in work settings (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 4.13. Use strategies to maintain an acceptable attendance record in work settings. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, tardiness, scheduling conflict
 _____ other: _____
- 4.14. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.15. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.16. Demonstrate use of time clock or other required logs in work settings. (CL.C.2.In.3, CL.C.2.Su.3)

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Work Ethic

- 4.17. Identify situations on the job that are affected by individual and workplace values (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.18. *Show respect for property of others. (Social and Personal G 52: III)*
- 4.19. Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ examples—being punctual, following rules, showing respect for superiors
 _____ non-examples—disrupting work, making negative statements about co-workers
- 4.20. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.21. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 4.23. *Cooperate with peers. (Social and Personal G 51: III)*
- 4.24. Demonstrate appropriate grooming and attire for work and community settings. (CL.C.2.In.3, CL.C.2.Su.3)

5. Demonstrate skills of self-advocacy and self-determination in the community and the workplace.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

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Individual Educational Plan (IEP)

- 5.1. Identify personal interests, preferences, strengths, and needs for use in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.2. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.3. Assist in setting annual goals and objectives considering desired post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.4. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.5. Apply self-advocacy and self-determination skills in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.6. Prepare for own IEP meeting (e.g., identify participants, prepare invitations, review own progress). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Participate actively in own IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)
- 5.8. Direct or conduct own IEP meeting. (IF.B.1.In.1)

Identifying Personal Plans

- 5.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.10. Identify major steps and timelines to achieve personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.12. Identify situations impacting goal achievement and identify alternatives.

Monitoring Progress and Adjusting Personal Plans

- 5.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.14. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

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- 5.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in productive activities. (IF.B.1.Pa.1)

Self-advocacy

- 5.17. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—restaurants, traveling
 workplace—on the job, breaks
 other: _____
- 5.18. Monitor self-advocacy behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: school—in class, between classes, extracurricular activities
 community—events, organizations, services
 community—restaurants, traveling
 workplace—on the job, breaks
 other: _____

6. Use decision-making and problem-solving processes in school or community work situations.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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Identifying Problems

- 6.1. Identify that a problem exists in school or community work situations, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.2. Identify possible reasons for existing problems in school or community work situations (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.3. Identify problems that lead to the breakdown of major goals in school or community work situations (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.4. Analyze possible outcomes associated with specific problems in school or community work situations (e.g., will not gain respect of others, may be looked over for promotion, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.5. Request assistance in identifying problem in a school or community work situation. (CL.B.4.Pa.1)
- 6.6. Accept assistance with and participate in identifying problem in a school or community work situation (e.g., indicating when supplies run out). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 6.7. Apply a general model for solving problems in school or community work situations (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 6.9. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—identify multiple or unusual solutions
_____ modeling—basing actions on those of a good example
_____ other: _____
- 6.10. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

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- 6.11. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.12. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.13. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.14. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.15. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.16. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase production). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.17. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

- 6.18. Identify alternative courses of action for solving a particular problem in school or community work situations (e.g., school—missed the bus—get a ride, walk, ride bike; work—project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 6.20. Complete tasks needed to solve problems in school or community work situations. (CL.B.4.In.2, CL.B.4.Su.2)

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- 6.21. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.22. Seek assistance when needed to solve problems in school or community work situations (e.g., emotional problems—seek help from school counselor, teacher, psychologist). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.23. Seek assistance when needed to solve problems in personal life that impact work experience (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.24. Participate in positioning objects for use (e.g., turn switch toward hand). (CL.B.4.Pa.1)
Specify: ____ school ____ community ____ workplace
- 6.25. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: ____ school ____ community ____ workplace
- 6.26. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: ____ school ____ community ____ workplace

Evaluating Effectiveness of Solution

- 6.27. Determine effectiveness of problem-solving strategies in school or community work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.28. Determine impact of activities and decisions related to solving the problem in school or community work situations (e.g., determine if solution solved problem, increased the problem, caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)

7. Use appropriate personal care skills to meet demands of a variety of school or community work situations.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

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Dressing

- 7.1. Demonstrate specific knowledge and skills when completing personal care activities involved in dressing for school or community work situations (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.2. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 7.3. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 7.4. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 7.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 7.6. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 7.7. Use strategies to complete dressing activities effectively and efficiently and on a regular basis for school or community work situations (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.8. Request assistance and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.9. Accept assistance with and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: _____ arrival _____ during day _____ departure
_____ workplace or volunteer activities _____ special events

Grooming

- 7.10. Use specific knowledge and skills when completing grooming activities in school or community work situations (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of razors and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.11. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis in school or community work situations (e.g., look at pictures in magazines to choose hair style—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

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- 7.12. Request assistance in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)

Specify: _____

- 7.13. Accept assistance with and participate in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)

Specify routines: _____ arrival _____ during day _____ departure
_____ workplace or volunteer activities _____ special events

Hygiene

- 7.14. Use specific knowledge and skills when completing hygiene activities in school or community work situations (e.g., correctly brushing and flossing teeth; using the toilet—cleaning up afterwards, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

- 7.15. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

- 7.16. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

- 7.17. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis in school or community work situations (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

- 7.18. Request assistance in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)

Specify: _____

- 7.19. Accept assistance with and participate in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)

Specify routines: _____ arrival _____ during day _____ departure
_____ workplace or volunteer activities _____ special events

Motor Control

- 7.20. Use specific knowledge and skills when completing personal care activities needed for motor control in school or community work situations (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

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- 7.21. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis in school or community work situations (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.22. Request assistance in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.23. Accept assistance with and participate in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: arrival during day departure
 workplace or volunteer activities special events

8. Demonstrate ability to meet health and safety requirements used in school or community work situations.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Safety Skills and Procedures

- 8.1. Identify and demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.2. Perform clean-up after spilling or breaking something and dispose of trash properly in school or community work situations (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, maintain proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

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- 8.3. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.4. Follow safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.5. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.6. Follow fire prevention and safety precautions and practices for extinguishing fires in school or community work situations (e.g., do not overload electrical outlets, use water on small fires, use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)

Safety Laws and Regulations

- 8.7. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.8. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, Fire Department). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.9. Identify materials and tools that should be found in the workplace to use in emergency situations in school or community work situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kit, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

Seeking Assistance

- 8.10. Identify persons to ask for assistance in emergency situations in school or community work situations (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.11. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.12. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)
- 8.13. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.14. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)

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First Aid

- 8.15. Identify when first aid is needed for health care in school or community work situations (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.16. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 8.17. Use effective and efficient strategies related to first aid to complete health care activities in school or community work situations (e.g., keep first aid supplies and book stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.18. Request assistance in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)
- 8.19. Accept assistance with and participate in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)

9. Demonstrate knowledge of rights, benefits, and responsibilities of employment, including the role of labor laws.

- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial

Rights and Benefits

- 9.1. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.2. Identify the purpose and benefits of worker’s compensation (e.g., provides worker’s compensation if injured on the job, pays medical bills, provides compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.3. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job is found). (CL.C.1.In.2, CL.C.1.Su.2)

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- 9.4. Identify the purpose of health and disability insurance (e.g., provides compensation if disabled on the job, provides income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.5. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, ensures workplace accommodations, ensures accessibility to businesses, increases public awareness of rights of disabled, encourages self-advocacy, ensures legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

- 9.7. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.8. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisors, co-workers, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.9. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are legally binding, are written agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.10. Identify components of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.11. Identify proper procedures for terminating a job, if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor; give two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

10. Demonstrate ability to move about the community, including the use of public and private transportation, as appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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General Knowledge about Travel

- 10.1. Select appropriate transportation (e.g., is financially feasible, has an adequate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.2. Demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 10.4. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 10.5. Request assistance related to travel in school or community work situations. (IF.A.1.Pa.2)
- 10.6. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles in school or community work situations (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 10.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks in school or community work situations (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

Mobility in Buildings

- 10.8. Identify and find specific locations in the school or community work environment when completing functional tasks (e.g., administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.9. Identify and find specific locations in buildings when completing functional tasks for work (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.10. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 10.11. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.12. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.13. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the school or community work situation. (IF.A.2.Pa.2)

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- 10.14. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings in school or community work situations. (IF.A.2.Pa.2)
- 10.15. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

Traveling in the Community

- 10.16. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.17. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.18. Move about in the immediate neighborhood from one location to another (e.g., walk, ride bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.19. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.20. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.21. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

Using Public Transportation

- 10.23. Signal a bus to stop from number and destination name appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 10.24. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.25. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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Driving an Automobile

10.26. Demonstrate understanding of procedures to follow to obtain a restricted driver's license.

- Specify: _____ presenting verification of age and parent consent
_____ passing the written test
_____ passing the vision test
_____ paying the fee
_____ other: _____

10.27. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).

10.28. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure or protection from adverse weather conditions, cost-efficiency, personal ability to pump gas).

10.29. Demonstrate understanding the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).

10.30. Describe the steps to take when involved in an accident (e.g., call police; stay with the car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain estimates for repairs).

10.31. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

11. Demonstrate effective communication skills as they relate to the school or community work situations, particularly the ability to use criticism constructively.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:

____ physical assistance full partial ____ assistive technology full partial

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- 11.14. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 11.15. Use appropriate language to express need for assistance in school or community work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.16. Use acceptable gestures, body language, and hand signals to initiate a conversation in school or community work situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.17. Use acceptable words or phrases to gain attention and begin communication with others in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 11.18. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: with family with friends
 with other familiar persons with unfamiliar persons
- 11.19. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 11.20. *Use language to initiate conversation. (Language C 30: VI)*
- 11.21. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 11.22. Use appropriate language to end conversations in school or community work situations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.23. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.24. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 11.25. Use feedback to make changes in school or community work situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.26. Give effective feedback to others in school or community work situations (e.g., "You are doing great." "Try to do five more." "You need to try to throw the ball straight by looking where you are throwing." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)

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- 11.27. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring the person). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.28. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., becoming quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.29. Respond to other's generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding in school or community work situations (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.31. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.32. Select and modify systems of communication to accommodate a variety of settings in school or community work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.33. Identify the characteristics of behaviors that are appropriate responses to criticism in school or community work situations (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, probe for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.34. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in school or community work situations (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—taking personally, practicing self-blame, altering opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.35. Identify factors in situations that promote behaviors that are appropriate responses to criticism in school or community work situations (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.36. Identify factors in situations that inhibit behaviors that are appropriate responses to criticism in school or community work situations (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)

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- 11.37. Follow cues that prompt appropriate responses to criticism in school or community work situations (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, agree with a critic, probe in various situations). (IF.B.2.In.2, IF.B.2.Su.2)
- 11.38. Demonstrate appropriate responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)
- 11.39. Monitor own responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)

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Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

| | |
|-------------------------------|---|
| Subject Area: | Vocational Education for Students with Disabilities |
| Course Number: | 7980130 |
| Course Title: | Career Placement |
| Previous Course Title: | On-the-Job-Training |
| Credit: | Multiple |

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career selection
- community resources related to career decisions
- workplace competencies
- advocating rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the

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student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the third of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Apply planning processes in establishing and revising personal and career goals.

- | | |
|-------------|---|
| IF.B.1.In.1 | make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. |
| IF.B.1.In.2 | carry out and revise plans related to decisions about personal and career choices. |
| IF.B.1.Su.1 | make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. |
| IF.B.1.Su.2 | carry out plans and adjust to changing circumstances—with guidance and support. |

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Personal Goals

- 1.1. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ short-term goals
 ___ long-term goals
 ___ other: _____
- 1.2. Choose to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.3. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.4. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.5. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

Career Goals

- 1.6. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ reconcile self-assessment with environmental assessment
 ___ identify long-range alternatives
 ___ specify short-range goals
 ___ set priorities and prepare an action plan
 ___ develop a contingency plan.
 ___ other: _____
- 1.7. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals (e.g., setting a date for accomplishing long-term goal, sequencing the list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.8. Choose to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.9. Choose to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.10. Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Choose to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.12. Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.13. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.14. Adapt career plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

2. Evaluate own knowledge and skills needed to meet specific job requirements.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 2.1. Evaluate personal characteristics that affect job requirements (e.g., desires to please, is a problem solver, is a communicator, is a self-manager, obeys directions, is cheerful, is cooperative, accepts criticism, has good manual dexterity, has good hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.2. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: accessibility
 job requirements and selection standards
 available career paths or options
 amount and type of employee training/orientation
 workplace culture, availability of support
 other: _____

- 2.4. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.1, IF.B.1.Su.1)

3. Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).

- CL.C.1.In.3 make general preparations for entering the work force.
CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 3.1. Follow a systematic procedure to prepare a personal resume that includes experience, education, and job training (e.g., make a rough draft, revise, edit, print on resume paper, make extra copies). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.2. Follow a systematic procedure to prepare a professional portfolio that includes work samples (e.g., choose best work samples, put these samples into a folder, prepare a brief description of samples). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.3. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: work history related experiences
 training career goals
 personal strengths and interests other: _____

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- 3.4. Demonstrate the steps in preparing for a job interview (e.g., research company, predict interview questions, prepare sample answers, talk to other employees, contact interviewer, make appointment, prepare resume for interview, make copy of resume, prepare portfolio for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.5. Complete job application forms correctly (e.g., include all necessary information; provide work history, work experience, and personal information; check accuracy of information; edit). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.6. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 3.7. Use sources of assistance when obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.8. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 3.9. Access special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.10. Prepare a thank you letter or written inquiry for the employer after interview (e.g., express appreciation, offer to provide additional information if necessary, convey desire to be considered for position). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.11. Telephone the employer after the interview (e.g., use appropriate language skills, ask about the position, express appreciation) (CL.C.1.In.3, CL.C.1.Su.3)
- 3.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.13. Indicate a non-preferred activity in a volunteer or work setting with assistance. (CL.C.1.Pa.1)

4. **Fulfill job responsibilities and use social competencies for successful employment.**

- | | |
|-------------|--|
| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.2 | use appropriate technology and equipment to complete tasks in the workplace. |
| CL.C.2.In.5 | apply employability skills in the workplace. |
| CL.C.2.Su.1 | plan and implement personal work assignments—with guidance and support. |
| CL.C.2.Su.2 | use appropriate technology and equipment to complete tasks in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |
| CL.C.2.Pa.1 | participate in work or community activities—with assistance. |

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Completing Work Assignments

- 4.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ work according to schedule ___ set an alarm clock as a reminder
 ___ track subtasks on calendar ___ check off subtasks when completed
 ___ other: _____
- 4.3. Use alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ try different techniques ___ seek advice from others
 ___ seek assistance from others ___ read the instructions or references
 ___ other: _____
- 4.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ use a checklist or rubric ___ compare with model or example
 ___ use spellchecker or similar tool ___ look for errors
 ___ ask peer or co-worker to review ___ ask supervisor to review
 ___ other: _____
- 4.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ identify task
 ___ name steps of task
 ___ perform task following a model or demonstration
 ___ perform task with decreasing feedback
 ___ perform task independently
 ___ monitor own task performance using workplace or industry standards
 ___ evaluate own task performance using workplace or industry standards
 ___ other: _____
- 4.6. Complete routine tasks accurately and effectively in the workplace (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

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- 4.7. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.8. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Using Tools, Equipment, and Supplies

- 4.9. Locate and identify the correct supplies, equipment, and tools required to complete specific job-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ tools—air pressure gauge, hammer, balance, wrenches, car jack
_____ other: _____
- 4.10. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.11. Use strategies on the job to assist with the identification of needed supplies, equipment, and tools. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with all needed supplies and equipment before starting
_____ other: _____
- 4.12. Select and use the appropriate materials and supplies for completion of job-related tasks (e.g., painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—computer paper, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.13. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.16. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.17. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 4.18. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

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- 4.19. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.20. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.21. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.22. Store tools, supplies, and equipment in appropriate areas (e.g., office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.23. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
- 4.24. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
- 4.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag for supplies). (CL.C.2.Pa.1)

Employability Skills

- 4.26. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of positive relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.27. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 4.28. Stay on task for the duration of work assignments and length of shift (e.g., complete one task before starting another, ask for assistance if necessary, persevere, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.29. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.30. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.31. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.32. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*

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- 4.33. Apply self-management skills in the workplace (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
 _____ keep a model of final product for reference
 _____ use breaks appropriately
 _____ other: _____
- 4.35. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.36. Recognize and show respect for supervisors and co-workers in the workplace (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.37. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.38. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.39. Recognize inappropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)
- 4.40. Demonstrate appropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)

5. Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.

- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
- ___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial

- 5.1. Demonstrate reliability in the workplace (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

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- 5.2. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in company policies or structure). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.3. Demonstrate responsibility and self-control in the workplace (e.g., do not cry or get angry when criticized; do not yell or argue at co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.4. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.5. Demonstrate attentive behavior in the workplace (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.6. Use strategies to maintain an acceptable attendance record in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, have scheduling conflict
 _____ other: _____
- 5.7. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.8. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 5.9. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 5.10. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5.11. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.12. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.13. Demonstrate use of time clock or log required in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
- 5.14. Demonstrate appropriate grooming and other hygiene practices in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)

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6. Apply skills of self-advocacy and self-determination in the community and the workplace.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
-

Individual Educational Plan

- 6.1. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Assist in setting realistic annual goals and objectives considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.4. Choose to carry out activities and engage in instructional and employment opportunities necessary to attain annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.5. Self-monitor and evaluate own progress in reaching annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.6. Accept assistance with and participate in expressing personal needs and wants related to volunteer or workplace activities. (IF.B.1.Pa.1)
Specify: school community/workplace
- 6.7. Relate personal interests, preferences, strengths, and needs with assistance. (IF.B.1.Pa.1)

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Self-advocacy

- 6.8. Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—restaurants, traveling
_____ workplace—on the job, breaks
_____ other: _____

- 6.9. Monitor self-advocacy behaviors in various situations (e.g., checking if I am meeting my own goals or doing only what others want me to). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—restaurants, traveling
_____ workplace—on the job, breaks
_____ other: _____

7. Use appropriate decision-making and problem-solving processes in a workplace setting.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Identifying Problems

- 7.1. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

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- 7.2. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, did not stay on task, was frequently absent from work, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.3. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.4. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.5. Accept assistance with and participate in identifying problem in a volunteer or work activity (e.g., indicates that work supplies are gone). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 7.6. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative-thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 7.7. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.8. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.9. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.10. Construct rough estimates of answers to problems involving numbers before solving them at work (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.11. Match consequences to decisions and actions when solving problems involving cause and effect at work (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

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- 7.12. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.13. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.14. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.15. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 7.16. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.17. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.18. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.19. Participate in positioning objects for use in the community or workplace (e.g., put paper on table, turn switch toward hand). (CL.B.4.Pa.1)
Specify tasks: _____
- 7.20. Accept assistance with and participate in efforts to solve problems in routine activities in the workplace. (CL.B.4.Pa.1)
Specify routines: _____
- 7.21. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities in the workplace. (IF.B.2.Pa.2)

Evaluating Effectiveness of Solution

- 7.22. Determine effectiveness of problem-solving strategies in the workplace (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.23. Determine impact of activities and decisions related to solving the problem in the workplace (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

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8. Use appropriate personal care skills to meet demands of a workplace setting.

- IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Dressing and Grooming

- 8.1. Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.2. Use effective and efficient strategies related to dressing for the workplace (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.3. Request assistance and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.5. Use specific knowledge and skills when completing grooming activities for the workplace (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of shavers and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.6. Request assistance and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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Personal Hygiene

- 8.7. Accept assistance with and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.8. Use specific knowledge and skills when completing hygiene activities in the workplace (e.g., using the toilet, cleaning up afterwards, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.9. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 8.10. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 8.11. Use effective and efficient strategies related to hygiene to complete activities in the workplace (e.g., follow a regular procedure for caring for personal needs, check watch to note amount of time used for personal hygiene on job). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.12. Request assistance and participate in activities and tasks associated with daily hygiene routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

Motor Control

- 8.13. Use specific knowledge and skills when completing personal care activities needed for motor control in the workplace (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.14. Use effective and efficient strategies related to motor control to complete personal care activities (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices, when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.15. Request assistance and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.16. Accept assistance with and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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9. Meet health and safety requirements in a workplace setting.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 9.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.2. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]-worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces-does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes-requires fire alarms and extinguishers, limits number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.3. Follow safety rules and procedures required for work (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 9.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)
- 9.6. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 9.7. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 9.8. Request assistance and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)
- 9.9. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)
- 9.10. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: stopping bleeding and applying bandages
 taking care of burns, poisons, and wounds
 getting help when needed
 other: _____
- 9.11. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 9.12. Use effective and efficient strategies related to health and safety activities in the workplace (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 9.13. Request assistance and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)
- 9.14. Accept assistance with and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)
- 10. Exercise rights and responsibilities of employment, including compliance with labor laws.**
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- Indicate guidance and support necessary for mastery at supported level:
 physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
- Indicate assistance necessary for mastery at participatory level:
 physical assistance full partial assistive technology full partial
-
- 10.1. Ensure own coverage under worker’s compensation for current job. (CL.C.1.In.2, CL.C.1.Su.2)

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- 10.2. Ensure own coverage under unemployment insurance for current job. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.3. Obtain own health insurance through workplace, if eligible. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.4. Request workplace accommodations for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.5. Get needed information about your rights as an employee for current job (e.g., from supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.6. Obtain copies of workplace policies, codes of conduct, and other types of rules and regulations for current job (e.g., employee protection, behavioral guidelines, safety procedures and regulations). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.7. Get information and clarification about workplace policies, codes of conduct and other types of rules and regulations for current job (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.8. Obtain an employment contract for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.9. Identify proper procedures for terminating current job, if necessary (e.g., provide written and verbal notice, inform supervisor, allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

11. Use public and private transportation to move about the community, as appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

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General Knowledge about Travel

- 11.1. Demonstrate basic personal safety skills when traveling to and from work (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.2. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 11.3. Request assistance and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 11.4. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 11.5. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)
- 11.6. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)
- 11.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window in car). (IF.A.2.Pa.2)
- 11.8. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

- 11.9. Use available modes of transportation to reach desired locations in the community related to work (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.11. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.12. Request assistance and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
- 11.13. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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Using Public Transportation

- 11.14. Signal a bus to stop from number and destination name appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 11.15. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.16. Request assistance and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)
- 11.17. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

Driving an Automobile

- 11.18. Check car routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).
- 11.19. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, stay with the car, obtain copy of police report, call insurance company, obtain estimates for repairs).
- 11.20. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

12. Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
- assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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- 12.12. Participate in requesting desired person, object, or action in the workplace (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ assistive or augmentative device _____ other: _____
- 12.13. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 12.14. Use appropriate language to express need for assistance in the workplace (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Conversation Skills

- 12.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in the workplace (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.16. Use acceptable words or phrases to gain attention and begin communication or conversation with others in the workplace (CO.A.1.In.1, CO.A.1.Su.1)
- 12.17. Use appropriate topics and responses when engaging in conversations in the workplace (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.18. *Use language to participate appropriately in conversation. (Language C 29:V)*
- 12.19. *Use language to initiate conversation. (Language C 30: VI)*
- 12.20. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 12.21. Use appropriate language to end conversations in the workplace (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Feedback Skills

- 12.22. Respond effectively to feedback given in the workplace (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.23. Use feedback to make changes in the workplace (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.24. Give effective feedback to others in the workplace (e.g., "You need to measure the board more precisely." "You did excellent work on your task." "Keep up the good work.>"). (CO.A.1.In.1, CO.A.1.Su.1)

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- 12.25. Respond appropriately to actions and expressions of emotions of others in the workplace (e.g., using "I" statements, making apologies, acknowledging discrepancies between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Responses to Communication

- 12.27. Respond appropriately to environmental and social cues to change behavior in the workplace (e.g., getting quiet, picking up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.28. Respond to other's generosity by stating appreciation in the workplace (e.g., thanking the person, telling person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.29. Respond to verbal and nonverbal messages in ways that demonstrate understanding in the workplace (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.30. Respond appropriately to basic questions, directions, and informational statements in the workplace (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.31. Select and modify systems of communication to accommodate a variety of settings in the workplace (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Responses to Criticism

- 12.32. Identify the characteristics of behaviors that are appropriate responses to criticism in the workplace (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.33. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 12.34. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 12.35. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in the workplace (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take personally, blame self, alter opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)

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- 12.36. Identify factors that promote behaviors that are appropriate responses to criticism in the workplace (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes, work environment that allows for mistakes). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.37. Identify factors that inhibit behaviors that are appropriate responses to criticism in the workplace (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes, perfectionistic work environment). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.38. Follow cues that prompt appropriate responses to criticism in work situations in the workplace (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, give token agreement to a critic). (IF.B.2.In.2, IF.B.2.Su.2)
- 12.39. Demonstrate appropriate responses to criticism in the workplace community. (IF.B.2.In.2, IF.B.2.Su.2)
- 12.40. Monitor own responses to criticism in work situations in the workplace. (IF.B.2.In.2, IF.B.2.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980150
Course Title: Supported Competitive Employment
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment.

The content should include, but not be limited to, the following:

- positive work attitudes and habits
- appropriate hygiene and grooming skills
- related safety procedures
- appropriate decision making skills
- specific job-related skills
- self-reliance and initiative

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

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CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

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Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. To the extent possible, students should receive services through a natural supports approach.

Placement in a paid community-based job is required. Prior community-based work experience is preferred but is not a prerequisite.

If job retention is not attained as a result of the first job placement, a person-centered skills and interest assessment and updated job match should be completed and another job placement attempted, if feasible.

Districts are strongly encouraged to ensure that all teachers of this course have participated in appropriate job coach or employment specialist training.

- C. Course Requirements.** These requirements include, but are not limited to, the Obenchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Identify current interests, skills, and abilities as part of the employment planning process.**

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 1.1. Identify personal strengths which affect preferred job choices (e.g., problem solving abilities, communication skills, independent functioning, ability to follow directions, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.2. Identify personal limitations that may negatively affect career choices (e.g., limited physical stamina, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, interest in nature, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 1.5. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a certificate of competency). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Participate in an initial personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ self-concept
_____ personality characteristics and personal style
_____ personal preferences
_____ occupational interests
_____ personal and educational background
_____ work history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 1.7. Participate in assessments to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ personal values, skills, and abilities
_____ personal insight into own capabilities
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 1.8. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., study habits, academic skills, social skills, motivation). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.9. Identify own leisure activities that may relate to potential careers (e.g., playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

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2. Participate in job selection.

- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 2.1. Identify entry-level skills needed for preferred job (e.g., receptionist—greet customers or clients, uses telephone skills; seamstress—has sewing skills, takes measurements, uses fractions; truck loading—follows directions, uses proper lifting and moving sequences; dishwasher—loads and stacks dishes, operates dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.2. Identify characteristics and possible locations of worksites for preferred job (e.g., landscaping jobs—outdoor areas in homes, businesses, parks; cleaning service jobs—rooms and areas in restaurants, offices, stores). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.3. Identify work hours for preferred job (e.g., part-time, three hours per day, day shift, weekends). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.4. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.2, CL.C.1.Su.2)
- 2.5. Demonstrate self-advocating behaviors that are needed when selecting jobs (e.g., being decisive; voicing preferences; stating personal strengths; expressing disagreement, if needed). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.6. Discriminate between examples and non-examples of self-advocating behavior in selecting a job (e.g., examples—introducing self to Transition IEP team, promoting self when talking to a job coach; non-examples—not being able to list personal strengths when asked by a job coach, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.3, CL.C.1.Su.3)
- 2.7. Demonstrate awareness of own needs for accommodations in the workplace. (CL.C.1.In.2, CL.C.1.Su.2)

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- 2.8. Demonstrate self-advocacy and self-determination skills that will assist in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Commit to carry out plans and complete tasks related to reaching annual goals and objectives related to employment that are part of own Transition IEPs. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.10. Conduct self appropriately in interviews for preferred job (e.g., prepare for the interview by reviewing own preferences; dress in appropriate attire; participate in answering questions; make wants and desires known to employer; express disagreement, if appropriate). (CL.C.1.In.3, CL.C.1.Su.3)

3. Maintain employment for an acceptable duration by performing appropriate job duties.

- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 3.1. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: set an alarm clock as a reminder
 track subtasks on a calendar
 check off subtasks when completed
 begin subtasks at designated times
 adjust to changing circumstances
 other: _____
- 3.2. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.3. *Stay on task until its completion. (Social and Personal C 20: II)*
- 3.4. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.5. Follow a regular procedure to complete assigned tasks (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)

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- 3.6. Complete assignments as specified in work instructions (e.g., obtain instructions, read or listen to instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.7. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work
 _____ inform supervisor if must be late or have scheduling conflict
 _____ other: _____
- 3.8. *Identify appropriate attendance practices for school and work.*
(Social and Personal C 26: IV)
- 3.9. Use appropriate transportation to travel to and from work safely and on a regular basis. (CL.C.2.In.3, CL.C.2.Su.3)
- 3.10. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 3.11. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)
- 3.12. Wear appropriate clothing or uniform on the job. (CL.C.2.In.3, CL.C.2.Su.3)
- 3.13. *Distinguish between appropriate dress for school, work, and leisure activities.*
(Social and Personal A 7: V)
- 3.14. Use appropriate grooming and hygiene routines when working. (CL.C.2.In.3, CL.C.2.Su.3)
- 3.15. Demonstrate ways of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating supervisors with respect, following directions, conforming to rules, accepting criticism, using supervisor's feedback to improve performance). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.16. Handle paycheck appropriately (e.g., collects check, verifies accuracy, puts check in safe place, reports any problems to appropriate supervisor). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.17. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves your relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.18. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 3.19. Demonstrate a positive attitude toward work tasks (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, ask for additional tasks). (CL.C.2.In.3, CL.C.2.Su.3)

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- 3.20. Demonstrate awareness of health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.21. Use behaviors that meet health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.22. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.23. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 3.24. Report situations that relate to potential problems in health and safety on the job (e.g., spilled chemicals, possible fire, fighting). (CL.C.2.In.4, CL.C.2.Su.4)
- 3.25. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 3.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 3.27. Demonstrate behaviors needed for successful and continued employment. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: dependability—works every day, gets the job done
 flexibility—can adapt to changes, can make compromises
 responsibility—can adapt to changes, can make compromises, pays attention
 self-direction—gets to work promptly, stays on task, doesn't get distracted
 other: _____
- 3.28. *Use language to initiate social greeting. (Language C 23: III)*

4. Identify and use equipment and supplies appropriately and correctly.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Use appropriate materials for completing specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify materials and tasks: _____
- 4.2. Locate the correct supplies, equipment, and tools required to complete specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify locations and tasks: _____
- 4.3. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

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- 4.4. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up a workstation with all needed supplies, tools, and equipment before starting
_____ other: _____
- 4.5. Use appropriate technology and services to organize, send, and receive communications or materials (e.g., US mail, telephone, fax, UPS, FedEx). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.6. Use measuring devices appropriately to complete work-related tasks (e.g., rulers, scales, tapes). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.7. Use a telephone to complete work-related tasks (e.g., make a call, take a message, give information). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.8. *Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.9. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.10. Use hand tools and power tools safely to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify tools and tasks: _____
- 4.11. Use tools, equipment, and supplies safely and correctly for a specific work-related task (e.g., use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.12. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.13. Use new tools or equipment by following instructions from an experienced user. (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate specific work-related skills.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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- 5.1. Follow a systematic procedure to complete work-related tasks. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace standards
 _____ evaluate own task performance using workplace standards
 _____ other: _____
- 5.2. Maintain rate and task quality according to specifications of supervisor. (CL.C.2.In.5, CL.C.2.Su.5)
- 5.3. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 5.4. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 5.5. Complete work-related tasks according to procedures and instructions. (CL.C.2.In.5, CL.C.2.Su.5)
- 5.6. Complete work-related tasks independently. (CL.C.2.In.5, CL.C.2.Su.5)
- 5.7. Perform specific work-related tasks without injury to self or others. (CL.C.2.In.5, CL.C.2.Su.5)
- 5.8. Uses appropriate communications within the work setting. (CL.C.2.In.5, CL.C.2.Su.5)
- 5.9. *Use language to initiate social greeting. (Language C 23: III)*
- 5.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 5.11. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 5.12. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 5.13. *Use language to initiate conversation. (Language C 30: VI)*
- 5.14. *State steps to complete a task. (Language C 31: VI)*

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6. Demonstrate workplace-specific social skills.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

- 6.1. Behave appropriately when given guidance, constructive criticism, and praise (e.g., use guidance—make improvements, be accepting, be appreciative; criticism—be accepting, do not get angry; praise—give thanks, do not brag). (IF.B.2.In.2, IF.B.2.Su.2)
- 6.2. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 6.3. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.4. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (SE.A.2.In.1, SE.A.2.Su.1)
- 6.5. Identify characteristics of social behaviors needed in a work situation. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: consideration—makes polite comments, shares resources with others
 cooperation—does share of work on projects, accepts others' suggestions
 assertiveness—makes needs known to others
 response to humor—laughs without drawing attention
 response to teasing—ignores
 response to criticism—makes needed changes, acknowledges others' views
 other: _____

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- 6.6. Identify anti-social behaviors that should not be found in a work situation. (IF.B.2.In.1, IF.2.Su.1)
Specify: _____ lack of consideration—won't wait for turn, won't clean up when finished
_____ lack of cooperation—won't help others with task, keeps all supplies
_____ lack of assertiveness—lets others take over equipment
_____ inappropriate response to humor—makes loud noises
_____ inappropriate response to criticism—takes personally, makes negative comments
_____ inappropriate response to teasing—gets angry
_____ other: _____
- 6.7. Demonstrate social behaviors that are needed in a work situation. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ consideration _____ cooperation
_____ assertiveness _____ positive response to humor or teasing
_____ positive response to criticism
_____ other: _____
- 6.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 6.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 6.10. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 6.11. *Express personal beliefs or opinions. (Language C 28: V)*
- 6.12. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 6.13. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 6.14. Identify types of inappropriate physical contact with others in a work setting. (e.g., hugging, patting, kissing, hitting, pushing). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.15. Demonstrate appropriate responses to undesired physical contact with others in a work situation. (IF.B.2.In.3, IF.B.2.Su.3)
- 6.16. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 6.17. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 6.18. Demonstrate behavior that complies with existing rules and code of conduct of the organization at work (e.g., respecting authority and co-workers, not getting involved in physical conflict, not causing physical harm to others, complying with dress codes). (SE.A.1.In.3, SE.A.1.Su.2)

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980190
Course Title: Technology Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to provide students with disabilities instruction in technological literacy and a foundation of knowledge and basic skills related to technology.

The content should include, but not be limited to, the following:

- integrated technology studies
- technology systems
- technology applications
- careers in technology

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may

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function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate understanding and proficiency in the use of a variety of computer applications and hardware, including networking (e.g., word processing, graphics, data management, telecommunications, desktop publishing, computer-assisted drawing, robotics).**

CL.C.2.In.2 use appropriate technology and tools to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and tools to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. **Demonstrate proficiency in basic computer skills. (CL.C.2.In.2, CL.C.2.Su.2)**

Specify: ___ installing and uninstalling programs ___ using the mouse
 ___ moving between programs ___ using the keyboard
 ___ other: _____

- 1.2. **Use various software programs to complete functional tasks related to information management. (CL.C.2.In.2, CL.C.2.Su.2)**

Specify: ___ word processing software
 ___ graphics and presentation software
 ___ spreadsheets and databases
 ___ desktop publishing software
 ___ other: _____

- 1.3. **Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)**

- 1.4. **Access available databases through the Internet to complete functional tasks.**

(CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ use software to access the Internet
 ___ use search engines
 ___ other: _____

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1.5. Use a software application to communicate with a person at a computer at another location to complete functional tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: use e-mail
 conferencing—two-way video, web board, telnet, on-line discussion
 other: _____

1.6. Use current manufacturing technology to solve a problem or produce a product (e.g., design and manufacture a game, solve a classroom problem). (CL.C.2.In.2, CL.C.2.Su.2, CL.B.4.In.2, CL.C.2.Su.2)

1.7. Use current technology to solve a problem or produce a product related to transportation (e.g., design a prototype vehicle that will transport a payload under simulated aquatic, land, or air conditions). (CL.C.2.In.2, CL.C.2.Su.2, CL.B.4.In.2, CL.B.4.Su.2)

1.8. Identify problems related to biotechnology using appropriate resources (e.g., using hydroponics to grow vegetables, investigating the feasibility of using aquaculture to raise oysters, using biotechnology to solve problems related to environmental pollution, using biotechnology to solve problems related to the human body). (CL.C.2.In.2, CL.C.2.Su.2, CL.B.4.In.2, CL.C.2.Su.2)

1.9. Use current technology to solve a problem or produce a product involving biotechnology (e.g., design and produce an assistive device, design and construct a system to grow plants without soil, design and develop a recycling system, design and construct a productive habitat). (CL.C.2.In.2, CL.C.2.Su.2, CL.B.4.In.1, CL.B.4.Su.2)

2. Demonstrate knowledge and skills needed to care for hardware and obtain assistance when problems occur.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

2.1. Identify items of hardware that require care (e.g., computers, safety equipment, production equipment). (CL.C.2.In.2, CL.C.2.Su.2)

2.2. Identify type of care required for specified hardware (e.g., cleaning, maintenance, handling or moving, storage). (CL.C.2.In.2, CL.C.2.Su.2)

2.3. Demonstrate knowledge and skills needed to care for each specific type of hardware (e.g., climate control, dusting, glass cleaning, static removal, battery or power check, pressure check).

Specify: computer ___ CPU ___ keyboard
 printer ___ monitor ___ mouse
 smoke detector ___ fire extinguisher ___ remote control
 other: _____

2.4. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

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- 2.5. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.6. Demonstrate strategies to care for hardware on a regular basis (e.g., set up a regular cleaning and maintenance schedule, keep number of technical support in a convenient place). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.7. Recognize possible problems with hardware (e.g., won't start, blank screen). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.8. Recognize service problems that may require technical assistance (e.g., error message appears on screen, drive makes a grinding noise). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.9. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 2.10. Identify sources of assistance for solving problems with hardware and software (e.g., on-line help resources, manuals, on-site technician, outside repair company). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.11. Identify items of software that require care (e.g., floppy disks, compact disks). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.12. Identify type of care required for each type of software (e.g., cleaning, storage, handling). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.13. Demonstrate knowledge and skills needed to care for type of software (disks—do not store near magnet; CD—clean after handling). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ floppy disks _____ CD
 _____ other: _____
- 2.14. Demonstrate strategies to care for software on a regular basis (e.g., post a list of do's and don'ts, keep user's manual nearby, ask a knowledgeable user). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.15. Recognize possible problems with software (e.g., programs stop working, unexpected data appear). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.16. Recognize problems with software that may require technical assistance (e.g., disk will not open as it usually does, file disappears from disk, equipment does not function properly). (CL.C.2.In.2, CL.C.2.Su.2)
- 2.17. Identify sources of assistance for software problems (e.g., on-line help resources, manual, on-site technician, outside repair company). (CL.C.2.In.2, CL.C.2.Su.2)

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3. Recognize and appropriately use cognitive strategies and problem solving skills when using technology.

CL.B.4.In.1 identify problems and examine alternative solutions.

CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

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- 3.1. Identify that a problem exists when using technology (there is a discrepancy between what is and what should or could be). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.2. Identify possible reasons for existing problems in using technology (e.g., did not understand what is expected, did not stay on task, did not have appropriate software, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.3. Analyze possible outcomes associated with specific problems using technology (e.g., work does not get done, work is not done well, work is not completed on time). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.4. Apply a general model for solving real-world problems when using technology (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.5. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 3.6. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 3.7. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ___ brainstorming—identifying all solutions that come to mind
___ estimate—when numbers are involved
___ matching consequences to actions—for cause and effect
___ troubleshooting—finding problems within a work process
___ creative thinking—identifying multiple or unusual solutions
___ modeling—basing actions on those of a good example
___ other: _____
- 3.8. Apply brainstorming techniques when starting to solve a problem when using technology (e.g., identify problem, identify every solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.9. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a task when pressed for time; estimate the number of backup copies of disks to make). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.10. Predict consequences to actions when solving problems involving use of technology (e.g., files may not translate, disk may become full, may save file as a backup). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.11. Identify the steps of a complicated process when solving a technology problem involving many tasks. (CL.B.4.In.1, CL.B.4.Su.1)
- 3.12. Use troubleshooting for problems using technology when the cause is not easily seen (e.g., use utilities software to diagnose problem). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.13. Apply creative-thinking strategies when using technology to solve problems in which a variety of solutions are possible (e.g., designing a brochure or pamphlet, re-arrange desktop for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.14. Apply modeling techniques when using technology to solve problems for which a good example exists (e.g., use wizards in software programs). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.15. Analyze consequences of each alternative course of action for solving a particular problem using technology (e.g., use of diagnostic software may find the problem but may also take a lot of time). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.16. Use appropriate techniques or tools to solve problems when using technology (e.g., make a checklist of work to be accomplished, set up an electronic scheduler). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.17. Seek assistance when needed to solve problems when using technology (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.19. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

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4. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Communication Skills

- 4.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: facial expressions sounds
 gestures body language
 hand signals other: _____
- 4.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. *State steps to complete a task. (Language C 31: VI)*
- 4.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: initiating topics
 maintaining topics
 taking turns
 ending a conversation
 repairing communication breakdowns
 showing sensitivity to cultural differences
 other: _____
- 4.5. *Use language to initiate social greeting. (Language C 23: III)*

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- 4.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 4.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
 _____ paying attention to cues—first, second...; in summary; most important
 _____ linking to prior knowledge and experiences
 _____ considering emotional meaning
 _____ other: _____
- 4.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 4.12. *Use language to initiate conversation. (Language C 30: VI)*
- 4.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 4.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.15. Use feedback to make changes in work situations (e.g., correct a work problem, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.16. Give effective feedback to others in work situations (e.g., “You need to copy files more efficiently.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get ready to go home, clean up workstation). (CO.A.1.In.1, CO.A.1.Su.1)

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- 4.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.20. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

Interpersonal Skills

- 4.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.23. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 4.24. Demonstrate behaviors that meet social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.25. Demonstrate behaviors that meet the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.26. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 4.27. *Cooperate with peers. (Social and Personal G 51: III)*
- 4.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)
- 4.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising to others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 4.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)
- 4.31. *Identify personal feelings. (Social and Personal G 54: IV)*
- 4.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.33. *Show respect for property of others. (Social and Personal G 52: III)*
- 4.34. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 4.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.39. Demonstrate behaviors that meet the expectations of the target business organization within the technology field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.40. Demonstrate behaviors that comply with the existing rules and codes of conduct of the target business organization within the technology field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

- 4.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

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- 4.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
- 4.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 4.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 4.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)
- 4.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization. (SE.A.1.In.2)

5. Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

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- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

- 5.1. Use various forms of technology to locate information (e.g., use table of contents or indexes, use search engines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: print materials—books, magazines, newspapers
 electronic databases—CDs, floppy disks
 Internet resources
- 5.2. Analyze and evaluate the reliability and accuracy of information obtained through various forms of technology. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: print materials—books, magazines, newspapers
 electronic databases—CDs, floppy disks
 Internet resources
- 5.3. Organize and summarize information obtained through various forms of technology. (CL.B.1.In.3)
Specify: print materials—books, magazines, newspapers
 electronic databases—CDs, floppy disks
 Internet resources
- 5.4. Use correct spelling for technical terms and abbreviations (e.g., abbreviations—kb, IBM, CNN, WFSU; technical terms—RAM, CD, e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

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- 5.5. Use appropriate resources to aid in editing when using technology (e.g., writing a business or personal letter, writing a report, completing homework or class assignments, writing an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ spelling dictionary
 _____ grammar handbook
 _____ specialized electronic aids
 _____ spelling and grammar check utility in software program
 _____ specialized electronic aids
 _____ other: _____
- 5.6. Use appropriate software to create documents or presentations related to work projects. (CL.B.2.In.2, CL.B.2.Su.2)
- 5.7. Give directions to another person to accomplish a task using technology. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ personal task—how to use the cardmaker application
 _____ school task—how to look up a reference, how to register for classes
 _____ work task—how to use spell check, how to fill out an on-line form
- 5.8. Use various forms of technology to identify the meaning of mathematical concepts and processes used in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ print materials—books, magazines, newspapers
 _____ electronic databases—CDs, floppy disks
 _____ Internet resources
- 5.9. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks related to technology. (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ determine nature of the problem
 _____ select correct technique
 _____ make reasonable estimate of results
 _____ apply operation or procedures to obtain results
 _____ check results for accuracy and reliability
 _____ explain results
- 5.10. Use technology to solve problems involving mathematical calculations to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the cost of power for running a TV for a day, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.11. Use technology to solve problems using organized numerical data to accomplish functional tasks (e.g., recording results of votes by district, recording scores of games, making a bar graph displaying the fuel consumption for different vehicle models). (CL.B.3.In.2, CL.B.3.Su.2)

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- 5.12. Use technology to solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining what percentage of time computers are used by students from a pie chart). (CL.B.3.In.2, CL.B.3.Su.2)
- 5.13. *Use a calculator to perform complex addition computations.*
(Mathematics C 18: VI)
- 5.14. *Use a calculator to perform complex subtraction computations.*
(Mathematics C 26: VI)
- 5.15. *Use a calculator to perform complex division computations.* (Mathematics I 73: VII)
- 5.16. *Use a calculator to perform complex multiplication problems.*
(Mathematics G 69: VII)
- 5.17. Follow a systematic approach when using scientific concepts and processes to solve problems in accomplishing functional tasks related to technology (e.g., predicting what will happen if too many different files are put on a disk, testing which type of battery lasts longest in a laptop computer). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
Specify: _____ determine the question to be answered
_____ select subjects, conditions, and treatments
_____ make reasonable hypothesis
_____ apply treatment or procedures to obtain results
_____ check results for accuracy and reliability
_____ explain results
_____ other: _____

6. Demonstrate understanding of the role of technology in the workplace.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Note: The course performance objectives for this requirement are to be selected from the *Vocational Education Program Course Standards for Technology Education*.

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7. Demonstrate understanding of job responsibilities and social competencies necessary for successful employment in technology or related fields.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____
-

- 7.1. Identify characteristics of careers in technology and related areas (e.g., programming, repair, application use). (CL.C.1.In.1, CL.C.1.Su.1)
- 7.2. Identify characteristics of occupations related to technology. (CL.C.1.In.1, CL.C.1.Su.1)
- 7.3. Complete routine tasks related to technology accurately and effectively (e.g., answering the telephone, backing up files). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.4. Complete assignments as specified in technical manuals, reproduced copies, and electronic displays (e.g., obtain instructions, read instructions, apply instructions to task). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 7.6. *Stay on task to completion within a given time period. (Social and Personal C 22: IV)*
- 7.7. Use appropriate material and procedures for completing tasks using technology (e.g., copying disks—obtain blank disks; hooking up printer—get correct cables). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.8. Demonstrate a positive attitude toward tasks involving the use of technology at school or work (e.g., do not complain when given a difficult task, do not talk negatively about authority figure or peers, talk positively about the task when not at school or community work site). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.9. Identify procedures generally used by employees to complete assigned tasks (e.g., meeting quality standards, following production guidelines). (CL.C.2.In.5, CL.C.2.Su.5)
- 7.10. Recognize and show respect for authority figures in a work situation (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

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- 7.11. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 7.12. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

8. Evaluate and review own interests and abilities related to career and postsecondary educational opportunities.

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 8.1. Use personal appraisal to indicate strengths or weaknesses related to jobs in technology (e.g., training received, ambition, test scores, previous experience, problem solving ability, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 8.2. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 8.3. Complete an initial personal assessment to determine one's current status related to jobs in technology. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: self-concept and values clarification
 personality characteristics and personal style
 motivational patterns and personal preferences
 occupational interests
 personal and educational background
 work history and experience
 key accomplishments and successes
 satisfying and unsatisfying experiences
 other: _____

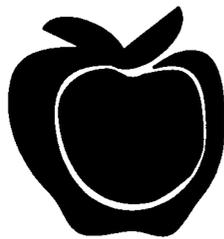
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- 8.4. Complete assessments to determine career desires related to jobs in technology.
(IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements— likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ personal insight capabilities
_____ ideal job description
_____ preferred working environment
_____ ideal lifestyle
_____ career goals
_____ other: _____

- 8.5. Identify personal characteristics which affect job choices in technology (e.g., attention to detail, ability to analyze information, ability to solve problems). (IF.B.1.In.1, IF.B.1.Su.1)

- 8.6. Identify personal leisure activities that relate to potential careers in technology (e.g., playing electronic games—software testing; tinkering with electronics—computer repair; drawing cars—Computer-Assisted Design). (IF.B.1.In.1, IF.B.1.Su.1)



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