The manual presents 869 instructional objectives for trainable mentally retarded students. Objectives are grouped into three content areas: social competency (self care and personal development skills), basic skills competency (including sensory, motor, communication and number skills), and occupational competency (vocational adjustment, domestic service, commercial service and construction). In addition to the behavioral description, the objectives include an evaluation checklist which allows assessment and monitoring of student performance on each objective. It is explained that these checklists help to diagnose specific performance difficulties and assist the teacher in developing individual instructional approaches. The document is accompanied by a foldout chart listing all the objectives in the three categories. (CL)
A CATALOG OF INSTRUCTIONAL OBJECTIVES

for trainable mentally retarded students
A CATALOG OF
INSTRUCTIONAL
OBJECTIVES FOR
TRAINABLE MENTALLY
RETARDED STUDENTS

is available from:

Clearinghouse/Information Center
Bureau of Education for Exceptional Students
Department of Education
Room 319 Knott Building
Tallahassee, Florida 32304

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This public document was promulgated at an annual cost of $7104.15, or $7.48 per copy to assist local school systems in the development of programs for the Trainable Mentally Retarded.
A CATALOG OF INSTRUCTIONAL OBJECTIVES
for trainable mentally retarded students

The Catalog of Instructional Objectives was developed as a product of an EHA, Title VI-B grant awarded Duval County School Board, Jacksonville, Florida; by the Florida Department of Education.

John T. Gunning, Superintendent

Donald W. Johnson, Associate Superintendent, Curriculum

Julia Wickersham, Director
Exceptional Child Education

William L. Geiger, Project Coordinator
PREFACE

The instructional objectives contained in this volume were identified and written by teachers of trainable mentally retarded students in Duval County (Jacksonville), Florida. These teachers were aided in their efforts by colleagues from Broward, Dade, Hillsborough, Orange, Palm Beach, and Polk counties in Florida. Over one hundred teachers of trainable mentally retarded students from these six counties critically reviewed the objectives in an attempt to identify poorly worded statements and omitted skills. The recommendations of these teachers have been incorporated into the present collection of objectives. It is hoped that sharing the results of this cooperative undertaking will aid fellow teachers and other school personnel in their continuous efforts to design and implement maximally effective programs for trainable mentally retarded students.

This catalog of objectives does not constitute a complete list of all the skills necessary to insure social adequacy for trainable mentally retarded students. However, it does represent an extensive collection of objectives which teachers should feel free to modify and expand in designing instructional programs appropriate for the populations they serve. A rapid survey of the table of contents will reveal that the objectives contained in this volume have been organized into content areas. Such an organizational arrangement provides two major benefits: (1) teachers can easily select specific objectives from a variety of skill areas and weave these objectives into tailor-made instructional programs and (2) catalog content can be modified and expanded without necessitating a major reorganization of the entire catalog.

All of the objectives in this catalog are followed by evaluation checklists which allow teachers to formally assess and monitor student performance on each objective. These checklists can be used to evaluate student progress in mastering an objective and also to help pinpoint exactly where a student's performance on a given objective breaks down. It is hoped that the evaluation/diagnostic function of these checklists will aid teachers in developing instructional programs and techniques that will assist each student to one day enter society as a socially adequate young adult.

This catalog of instructional objectives was produced under a Title VI-B grant for "An Accountability Study of a Program for Trainable Mentally Retarded Children and Youth" awarded to the Duval County School Board by the Bureau of Education for Exceptional Students of the Florida State Department of Education. The collaborative efforts of the following individuals have produced the material contained in this volume: Hazel Barnett, Keith Brown, Gary Collings, Lana Costanzo, Terry Cronis, Myron Cunningham, Verna N. Fields, Charles Forgione, Janice French, William
Geiger, Judy Hager, Pamela Harrington, Eileen H. Harris, Marilyn Heaney, Harold Heller, Joseph Justen, Oliver Kolstoe, Kai Long, Nicole Lauwaert, Allen B. Miller, Sheralynn Morgan, Marilyn Orth, Andrew Oseroff, Bobby Palk, Kathleen Russell, Louis Schwartz, Kathleen Siefken, Robert Soar, Rosemary Taylor, C. Deanne Veltri, Penelope Wienges, Ger Williamson, and Linda Wood. Transformation of this material from handwritten copy to printed word was accomplished by the constant typing of Judy Collins.

On behalf of all of the individuals who have contributed to this volume, I would like to acknowledge our appreciation to Mrs. Virginia Eaton, Educational Consultant, Bureau of Education for Exceptional Students, Florida State Department of Education; Mrs. Julia Wickersham, Director, Exceptional Student Education, Duval County School Board; and Mrs. Phyllis M. ZaJo, Coordinating Principal of TMR Centers, Duval County School Board, for their continuous encouragement and support.

W.G.
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### WIPING

- Wipes food from hands
- Wipes food from face

### WASHING AND DRYING

- Dries hands with paper towel
- Washes, dries hands
- Washes, dries face

### BATHING

- Turns on, tests water
- Takes shower

### CARE OF HAIR, TEETH, NOSE

- Wipes mucous from face
- Blows nose
- Brushes teeth
- Shampoos hair

### EATING

### SOLID FOOD

- Eats solid finger foods

### LIQUID FOOD

- Drinks with straw
- Drinks from cup
- Drinks from glass
- Drinks from fountain
USE OF UTENSILS

17. Uses spoon
18. Uses fork
19. Uses knife
20. Selects correct utensil for eating various foods
21. Uses all utensils

BALANCED EATING AND DRINKING

22. Identifies appropriate quantity of liquid food
23. Identifies appropriate quantity of solid food
24. Identifies liquid foods with high nutritional value

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26. Uses table manners while eating

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35. Gets on school bus safely
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39. Crosses at intersection without light
40. Crosses at intersection with light

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41. Identifies objects to avoid
42. Identifies emergency situations

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45. Uses electrical appliance safely

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48. Verbally reports fire to person in authority
49. Uses telephone to report fire

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51. Takes off socks
52. Pulls down clothes
53. Pulls clothes off over head
54. Pulls clothes off over shoulders
PUTTING ON CLOTHES

55. Pulls up clothes
56. Pulls clothes on over head
57. Pulls clothes on over shoulders
58. Puts on shoes
59. Puts on socks

FASTENING CLOTHES

60. Snaps, unsnaps (off person)
61. Snaps, unsnaps (on person)
62. Hooks, unhooks (off person)
63. Hooks, unhooks (on person)
64. Unbuckles (off person)
65. Unbuckles (on person)
66. Buckles (off person)
67. Buckles (on person)
68. Uses safety pins
69. Zips, unzips (off person)
70. Zips, unzips (on person)
71. Zips, unzips detachable zipper (off person)
72. Zips, unzips detachable zipper (on person)
73. Unbuttons (off person)
74. Unbuttons (on person)
75. Buttons (off person)
76. Buttons (on person)
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78. Laces shoes (on person)
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80. Ties shoes (on person)

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112. Identifies coordinated wardrobe

CARE OF APPAREL

113. Wipes shoes on door mat
114. Adjusts clothes correctly on body
115. Brushes clothes
116. Hangs clothes on hook
117. Hangs clothes on hanger
118. Uses umbrella
119. Polishes shoes

FACIAL APPEARANCE

120. Removes make-up
121. Applies face powder
122. Applies make-up base
123. Applies powdered rouge
124. Applies lipstick
125. Applies eye make-up

SKIN CARE

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127. Uses electric razor on face
128. Uses electric razor on legs, underarms
129. Uses safety razor

PERSONAL DEVELOPMENT

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130. Identifies picture of self
131. Knows own sex
132. Understands concepts: boy-girl
133. Understands concepts: man-woman
PERSONAL INFORMATION

134. States whole name
135. States age
136. States birthday
137. States address
138. States telephone number
139. Identifies social security card

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ATTENDING

140. Pays attention in individual situations
141. Pays attention in group situations

MOVEMENT

142. Engages in movement appropriate for task completion

RELATING TO OTHERS - PHYSICALLY

143. Relates well to class members - physically

APPROPRIATE SEXUAL BEHAVIOR

144. Displays appropriate sexual behavior at school
145. Displays appropriate sexual behavior in social situations

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146. Relates well to class members - verbally

RULE FOLLOWING

147. Obey explicit rules

INDEPENDENCE

148. Begins and continues work with minimum of supervision
COOPERATION

149. Cooperates with class members

USE OF MEDIA

150. Respects, cares for property

SOCIAL AMENITIES

151. Waves
152. Claps
153. Shakes hands
154. Identifies situationally appropriate behavior

PHYSICAL

155. Uses polite words, phrases
156. Uses greeting words, phrases
157. Uses parting words, phrases

VERBAL

158. Uses TV
159. Uses radio
160. Uses record player
161. Uses cassette tape recorder
162. Uses instamatic camera

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164. Plays rhythm instrument

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166. Group dances
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168. Plays card games
169. Plays ping-pong
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SENSORY SKILLS

75

TACTILE

Understands concepts:
171. Rough-smooth; hard-soft
172. Warm-cold
173. Wet-dry-oily
174. Blunt-pointed; round-square; thick-thin

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175. Understands concepts: sweet-bitter-salty-sour

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176. Spoiled-fresh
177. Burning
178. Petroleum-perfume

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179. Moves around obstacles
180. Understands concepts: around-through
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181. Identifies arms, head, legs, etc.
182. Identifies eyes, ears, nose, etc.
183. Names body parts
184. Identifies ankle, eyebrow, wrist, etc.

DIRECTIONALITY AND LATERALITY

Understands concepts:
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186. Front-back
187. Top-bottom
188. Above-below
189. Over-under
190. Inside-outside
191. High-low
192. Beginning-end
193. In front of-behind
194. Beside-next to
195. Near-far
196. Left-right

MOTOR COORDINATION SKILLS

STATIONARY MOVEMENT

197. Bends
198. Reaches
199. Crouches
200. Kneels
201. Squats
202. Twists
203. Rotates
204. Swings

LOCOMOTION

205. Crawls
206. Walks
207. Runs
208. Leaps over
209. Jumps over
210. Jumps down
211. Jumps up
212. Hops in place
213. Hops forward
214. Hops in place, alternating feet
215. Hops forward, alternating feet
216. Skips forward
217. Skips sideways
218. Gallops
219. Climbs stairs
220. Climbs ladder

OBJECT MOVEMENT

221. Rolls
222. Pushes
223. Pulls
224. Opens, closes doors
225. Kicks
226. Throws underhand
227. Throws overhand
228. Catches
229. Hits

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230. Runs in place
231. Touches toes
232. Makes arm circles
233. Does "twist and reach"
234. Does sit-ups
235. Does push-ups
236. Does jumping-jacks

VISUAL MOTOR COORDINATION

237. Grasps, picks up object
238. Steps accurately
239. Uses mallet, pounding board
240. Works puzzle
241. Uses peg board
242. Strings beads

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244. Claps hands, taps feet to beat
245. Walks on balance board on ground
246. Walks on balance board 6" off ground
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248. Jumps into pool
249. Holds breath
250. Breathes rhythmically
251. Dives

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253. Back floats
254. Prone glides
255. Back glides

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257. Back kicks
258. Prone arm strokes
259. Prone breathes
260. Back arm fins

SWIMMING APPLIED

261. Behaves in safe manner in pool area
262. Turns over
263. Changes direction

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264. Rides tricycle
265. Rides bicycle
266. Obey cyclist safety rules

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268. Uses swing
269. Uses merry-go-round
270. Uses see-saw
271. Uses monkey bars
272. Behaves in safe manner on playground
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279. Matches sounds
280. Discriminates high, low pitches

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281. Identifies familiar sound against background noise
282. Identifies verbalization against background noise

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283. Associates mechanical sound with source
284. Associates animal sound with animal
285. Associates voice with person

AUDITORY SEQUENTIAL MEMORY

286. Follows two step directions
287. Follows three step directions
288. Follows five step directions
289. Repeats series of up to seven numbers

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290. Reproduces food words
291. Reproduces clothing words
292. Reproduces shelter words
293. Reproduces household item words
294. Reproduces transportation words
295. Reproduces classmates', teacher's names
296. Reproduces holiday words
297. Reproduces living thing words
298. Reproduces color words
299. Reproduces family member words
300. Reproduces community helper words
301. Reproduces physical environment words
302. Reproduces sporting activity words
303. Reproduces sporting equipment words
304. Reproduces toy words
305. Reproduces mood words
306. Reproduces work words

PRODUCTION OF WORDS (STATES INDEPENDENTLY)

307. Produces food words
308. Produces clothing words
309. Produces shelter words
310. Produces household item words
311. Produces transportation words
312. Produces classmates', teacher's names
313. Produces holiday words
314. Produces living thing words
315. Produces color words
316. Produces family member words
317. Produces community helper words
318. Produces physical environment words
319. Produces sporting activity words
320. Produces sporting equipment words
321. Produces toy words
322. Produces mood words
323. Produces work words

IDENTIFICATION OF SPOKEN VOCABULARY
(IDENTIFIES PICTURES DEPICTING SPOKEN WORDS)

324. Identifies food words
325. Identifies clothing words
326. Identifies shelter words
327. Identifies household item words
328. Identifies transportation words
329. Identifies classmates', teacher's names
330. Identifies holiday words
331. Identifies living thing words
332. Identifies color words
333. Identifies family member words
334. Identifies community helper words
335. Identifies physical environment words
336. Identifies sporting activity words
337. Identifies sporting equipment words
338. Identifies toy words
339. Identifies mood words
340. Identifies work words

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342. Comprehends clothing words
343. Comprehends shelter words
344. Comprehends household item words
345. Comprehends transportation words
346. Comprehends holiday words
347. Comprehends living thing words
348. Comprehends animal words
349. Comprehends plant words
350. Comprehends family member words
351. Comprehends community helper words
352. Comprehends physical environment words
353. Comprehends sporting activity words
354. Comprehends sporting equipment words
355. Comprehends toy words
356. Comprehends mood words
357. Comprehends work words

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372. Reproduces t and d
373. Reproduces k and g
374. Reproduces f and v
375. Reproduces th (unvoiced)
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377. Reproduces sh
378. Reproduces h
379. Reproduces ch and j
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387. Reproduces f and v
388. Reproduces th
389. Reproduces s and z
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391. Reproduces ch and j
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399. Reproduces r cluster
400. Reproduces s cluster
401. Reproduces l cluster
402. Reproduces ks, nd, mp, nk, nt clusters

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403. Produces p and b
404. Produces t and d
405. Produces k and g
406. Produces f and v
407. Produces th (unvoiced)
408. Produces s and z
409. Produces sh
410. Produces h
411. Produces ch and j
412. Produces m and n
413. Produces l and r
414. Produces y
415. Produces w and wh

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416. Produces p and b
417. Produces t and d
418. Produces k and g
419. Produces f and v
420. Produces th
421. Produces s and z
422. Produces sh and zh
423. Produces ch and j
424. Produces m and n
425. Produces l and r
426. Produces ng

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427. Produces r cluster
428. Produces s cluster
429. Produces l cluster
430. Produces w cluster

PRODUCTION OF FINAL CLUSTERS (STATES INDEPENDENTLY) .... 187
431. Produces r cluster
432. Produces s cluster
433. Produces l cluster
434. Produces ks, nd, mp, nk, nt clusters

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446. Traces numbers
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449. Traces street address
450. Traces street address with city, state

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451. Copies vertical, horizontal lines
452. Copies diagonal lines
453. Copies shapes
454. Copies letters
455. Copies pairs of letters
456. Copies age
457. Copies telephone number
458. Copies numbers
459. Copies first name
460. Copies first, last name
461. Copies street address
462. Copies street address with city, state

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463. Writes age
464. Writes telephone number
465. Writes first name
466. Writes first, last name
467. Writes street address
468. Writes street address including city, state

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488. Names abbreviations of days of week
489. Names public titles
490. Names family titles
491. Names color words
492. Names weather words
493. Names essential helping words

COMPREHENSION OF SIGHT VOCABULARY

494. Comprehends written safety words
495. Comprehends written public sign words
496. Comprehends written public building title words
497. Comprehends written directional words
498. Comprehends written teacher’s, classmates’ names
499. Comprehends written color words

NUMBER SKILLS

COUNTING AND NUMERAL IDENTIFICATION

ORAL COUNTING

500. Counts orally (1-10)
501. Counts orally (1-25)
502. Counts orally (1-100)
503. Counts orally by 10s to 100
504. Counts orally by 5s to 100
505. Counts orally by 2s to 20

COUNTING OBJECTS

506. Counts objects (1-10)
507. Counts objects (1-30)
508. Counts objects (1-100)
509. Selects given number of objects from group

NUMERAL IDENTIFICATION

510. Identifies numerals (0-10)
511. Identifies numerals (0-25)

NAMING NUMERALS

512. Names numerals (0-10)
513. Names numerals (0-25)
514. Names numerals (0-100)

QUANTITATIVE CONCEPTS

515. Understands concepts: one - more than one
516. Understands concepts: all-some-none
517. Understands concepts: first-second-third-tenth-last
518. Understands concept: dozen
519. Understands concepts: more-less (numbers)
520. Names symbols

MONEY HANDLING SKILLS

COIN IDENTIFICATION

521. Identifies coins
522. Names coins

PAPER MONEY IDENTIFICATION

523. Identifies bills up to $20.00
524. Names bills up to $20.00

READING PRICE TAGS

525. Reads prices under $1.00
526. Reads prices over $1.00

NAMING COIN COMBINATION VALUES

527. States cent value of 5 coins
528. States cent value of coin combinations

MONEY CONCEPTS

529. Differentiates worth of coins, currency
530. Differentiates worth of commercial goods

MONETARY EXCHANGE

531. States number of pennies in nickel; nickels in dime, quarter; quarters in half dollar, dollar
532. Exchanges money (1¢ - 10¢)
533. Exchanges money (11¢ - 25¢)
534. Exchanges money (26¢ - 50¢)
535. Exchanges money for checks up to $15.00

MAKING CHANGE UP TO $1.00
536. Makes change up to $.10
537. Makes change up to $.25
538. Makes change up to $.50
539. Makes change up to $1.00

SHOPPING
540. Shops for 4 items in grocery store

MEASUREMENT
SIZE DISCRIMINATION
Understands concepts:
541. Big-little; large-small
542. Long-short; tall-short
543. Fat-thin; wide-narrow

WEIGHT
544. Reads scale
545. Understands concepts: heavy-light

TEMPERATURE
546. Reads thermometer

TIME - CALENDAR KNOWLEDGE
547. Names days
548. Names months
549. Understands concepts: night-day
550. States number of days in week; months in year; weeks in year
<table>
<thead>
<tr>
<th>TIME - CALENDAR USE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>551. Locates month</td>
<td>250</td>
</tr>
<tr>
<td>552. Locates day</td>
<td></td>
</tr>
<tr>
<td>553. Locates holidays</td>
<td></td>
</tr>
<tr>
<td>554. Locates day, month, date on calendar</td>
<td></td>
</tr>
<tr>
<td>555. States correct date for today, tomorrow, yesterday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TELLING TIME WITH A CLOCK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>556. Tells time on hour</td>
<td></td>
</tr>
<tr>
<td>557. Tells time on half hour</td>
<td></td>
</tr>
<tr>
<td>558. Tells time on quarter hour</td>
<td></td>
</tr>
<tr>
<td>559. Understands concepts: before-after</td>
<td></td>
</tr>
<tr>
<td>560. Tells time to minute</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRY MEASURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>561. Identifies measuring devices</td>
<td>253</td>
</tr>
<tr>
<td>562. Uses measuring cups, spoons</td>
<td></td>
</tr>
<tr>
<td>563. Names quantitative words</td>
<td></td>
</tr>
<tr>
<td>564. Understands concepts: empty-full</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIQUID MEASURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>565. Identifies measuring devices</td>
<td>255</td>
</tr>
<tr>
<td>566. Uses measuring cups, spoons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINEAR MEASURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>567. States number of inches in foot, yard; feet in yard</td>
<td>257</td>
</tr>
<tr>
<td>568. Identifies markings of 1 inch, 1/2 inch on a ruler, yardstick</td>
<td></td>
</tr>
<tr>
<td>569. Measures to inch with ruler, yardstick</td>
<td></td>
</tr>
<tr>
<td>570. Measures to 1/2 inch with ruler, yardstick</td>
<td></td>
</tr>
<tr>
<td>571. Draws lines to 1/2 inch with ruler, yardstick</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITION AND SUBTRACTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>572. Adds one digit numbers (no carrying)</td>
<td></td>
</tr>
<tr>
<td>573. Adds one digit numbers (carrying)</td>
<td></td>
</tr>
<tr>
<td>574. Adds two or more digits (no carrying)</td>
<td></td>
</tr>
<tr>
<td>575. Adds two or more digits (carrying)</td>
<td></td>
</tr>
</tbody>
</table>
SUBTRACTION

576. Subtracts one digit numbers (no borrowing)
577. Subtracts two or more digits (no borrowing)
578. Subtracts two or more digits (borrowing)

OCCUPATIONAL COMPETENCY

VOCATIONAL ADJUSTMENT

GENERAL WORK SKILLS

WORK CONCEPTS

579. Identifies Work-Play
580. Comprehends Work-Play

SORTING

581. Sorts objects by color
582. Sorts objects by shape
583. Sorts objects by size

ASSEMBLING

584. Aligns materials
585. Assembles nuts, bolts
586. Functions on assembly line

WORK HABITS

WORK SAFETY SKILLS

587. Works safely

ATTENDING

588. Pays attention in supervised situations
589. Pays attention in unsupervised situations

RULE FOLLOWING

590. Obey rules of employer
591. Engages in movement appropriate for task completion

592. Cooperates with co-workers

593. Works with minimum of supervision

594. Begins promptly and maintains work pace

595. Attends regularly and promptly

596. Adapts to new task

597. Completes tasks with adequate speed

598. Completes work to specifications

599. Respects, cares for property

600. Keeps area, tools clean and orderly
### BEHAVIOR ON BREAKS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>Exhibits proper behavior while on break</td>
</tr>
</tbody>
</table>

### WORK RELATIONS

#### RELATING TO CO-WORKERS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>602</td>
<td>Relates well to co-workers - physically</td>
</tr>
<tr>
<td>603</td>
<td>Relates well to co-workers - verbally</td>
</tr>
</tbody>
</table>

#### RELATING TO SUPERVISOR

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>604</td>
<td>Relates well to supervisor - physically</td>
</tr>
<tr>
<td>605</td>
<td>Relates well to supervisor - verbally</td>
</tr>
</tbody>
</table>

### APPROPRIATE SEXUAL BEHAVIOR

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>606</td>
<td>Displays appropriate sexual behavior at work</td>
</tr>
</tbody>
</table>

### DOMESTIC SERVICE

#### HOUSEKEEPING

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>607</td>
<td>Empties ashtrays</td>
</tr>
<tr>
<td>608</td>
<td>Empties trash</td>
</tr>
<tr>
<td>609</td>
<td>Picks up things, puts away</td>
</tr>
<tr>
<td>610</td>
<td>Arranges contents of cabinets, drawers</td>
</tr>
<tr>
<td>611</td>
<td>Straightens up furniture</td>
</tr>
</tbody>
</table>

#### TIDYING

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>612</td>
<td>Dusts furniture</td>
</tr>
<tr>
<td>613</td>
<td>Polishes furniture</td>
</tr>
<tr>
<td>614</td>
<td>Vacuum furniture upholstery</td>
</tr>
</tbody>
</table>

#### FURNITURE CARE

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>615</td>
<td>Cleans baseboards</td>
</tr>
<tr>
<td>616</td>
<td>Spot cleans walls</td>
</tr>
</tbody>
</table>
WINDOW AND GLASS CARE

617. Cleans windows, mirrors
618. Cleans screens
619. Cleans venetian blinds

FLOOR CARE

620. Sweeps floors with pushbroom
621. Dust mops floors
622. Sweeps floors
623. Wet mops floors
624. Waxes floors

RUG CARE

625. Shakes out throw rugs
626. Vacuums rugs
627. Replaces vacuum cleaner bag
628. Shampoos rugs

KITCHEN CARE

629. Cleans counters
630. Cleans exterior of refrigerator
631. Cleans exterior of kitchen cabinets
632. Cleans top, front of stove

BATHROOM CARE

633. Cleans sink
634. Cleans tub
635. Cleans toilet
636. Cleans shower

HOMEMAKING

STORAGE AND RETRIEVAL

637. Fills ice trays
638. Fills containers
639. Stores kitchen utensils
640. Retrieves kitchen utensils
641. Stores food
642. Retrieves food
643. Identifies labels

OPENING CONTAINERS

644. Opens boxes
645. Opens cans (pop top)
646. Opens jars
647. Opens bottles
648. Opens cellophane bags
649. Opens condiment packets
650. Opens cartons
651. Opens cans (regular)

BEVERAGE PREPARATION

652. Mixes liquids
653. Makes hot tea
654. Makes instant coffee
655. Makes percolator coffee

SIMPLE MIXES

656. Mixes jello
657. Uses rotary hand mixer
658. Frosts cake
659. Mixes cake
660. Cracks egg
661. Makes pie

FRUIT AND VEGETABLE PREPARATION

662. Tosses salad
663. Washes fruits
664. Cracks nuts
665. Cuts fruits
666. Shells peas
667. Slices vegetables
668. Grates vegetables
669. Peels vegetables

APPORTIONING FOODS AND LIQUIDS

670. Apportions spooned foods
671. Apportions forked foods
672. Pours drinking liquids
673. Spreads butter on bread
674. Pours soup
675. Serves salad into bowl

STOVE OPERATION
676. Boils water
677. Heats food on burner
678. Fries food
679. Heats food in oven

KITCHEN APPLIANCE OPERATION
680. Uses toaster
681. Uses electric can opener
682. Uses electric mixer

DISHWASHING AND DRYING
683. Sorts silverware
684. Dries, puts away dishes
685. Uses automatic dishwasher
686. Washes, rinses dishes
687. Washes pots, pans

TABLE SETTING AND CLEARING
688. Scrapes dishes
689. Clears table
690. Cleans table
691. Serves food
692. Sets table

SORTING, WASHING, AND DRYING CLOTHES
693. Uses automatic clothes dryer
694. Uses automatic clothes washer for colored clothes
695. Uses automatic clothes washer for white clothes
696. Cleans washing machine filter
697. Sorts clothes for washing
698. Uses clothes line to dry clothes
699. Washes clothes by hand
BEDMAKING

700. Puts on mattress pad, bottom sheet
701. Puts on pillow, pillow case
702. Puts on top sheet, blanket
703. Puts on bedspread
704. Makes entire bed

IRONING AND STORAGE OF CLOTHING

705. Puts away clothes
706. Folds clothes
707. Irons clothes

SEWING AND MENDING BY HAND

708. Identifies basic sewing tools
709. Uses basic sewing tools
710. Sews basting stitch
711. Irons on patch
712. Threads needle
713. Sews on button
714. Sews on snap
715. Sews overcast stitch
716. Sews backstitch
717. Sews hem
718. Mends seams

SEWING AND MENDING BY MACHINE

719. Identifies sewing machine parts
720. Uses simple pattern
721. Replaces needle
722. Winds bobbin
723. Sews seam
724. Threads machine

YARDWORK AND MAINTENANCE

PET MAINTENANCE

725. Feeds dog
726. Cleans fish bowl
727. Cleans animal cage
728. Brushes dog
729. Washes dog
### CAR MAINTENANCE

- 730. Cleans outside of car
- 731. Cleans inside of car
- 732. Waxes car

### GROUNDSKEEPING

- 733. Picks up trash from lawn
- 734. Covers shrubs
- 735. Rakes leaves
- 736. Uses hand lawnmower
- 737. Weeds
- 738. Edges walk
- 739. Prunes bushes

### PLANTING

- 740. Uses watering can
- 741. Waters grass
- 742. Fertilizes
- 743. Hoes
- 744. Shovels dirt
- 745. Digs hole
- 746. Uses wheelbarrow
- 747. Plants seeds
- 748. Plants plants

### COMMERCIAL SERVICE

### PERSONAL PUBLIC SERVICE

### MISCELLANEOUS

- 749. Carries packages
- 750. Locates rooms
- 751. Runs errands

### CUSTODIAL

- 752. Fills paper towel dispenser
- 753. Changes light bulb
- 754. Latches, unlatches door
- 755. Chains, unchains door
756. Bolts, unbolts door
757. Locks, unlocks door with key
758. Puts up folding chairs

ROOM ATTENDANT

759. Distributes keys
760. Distributes coats

CLERICAL SERVICE

STOCK HANDLING

761. Retrieves boxes
762. Stores boxes
763. Unpacks boxes
764. Lifts, carries light boxes
765. Lifts, carries heavy boxes
766. Loads, unloads boxes
767. Moves boxes with dolly
768. Stacks canned goods

PAPER HANDLING

769. Stuffs envelopes
770. Fills stapler
771. Unstaples
772. Staples
773. Folds paper
774. Collates
775. Uses hand paper punch
776. Uses three-hole paper punch

ENVELOPE HANDLING

777. Seals envelopes
778. Stamps envelopes
779. Applies labels
780. Addresses envelopes

PACKAGING

781. Uses facsimile stamp
782. Seals boxes
MACHINE OPERATION

786. Uses time-clock
787. Uses pencil sharpener
788. Uses Xerox machine
789. Uses duplicating machine

AUDIO-VISUAL EQUIPMENT

790. Uses filmloop projector
791. Sets up projector screen
792. Uses Carousel slide projector
793. Uses filmstrip projector
794. Uses movie projector

CONSTRUCTION

CRAFT SKILLS

BASIC CRAFT SKILLS

795. Finger paints
796. Uses crayons
797. Uses chalk
798. Paints with tempera
799. Cleans brush
800. Water paints
801. Pastes
802. Glues
803. Cleans glue bottle
804. Cuts on line

PAPER CRAFTS

805. Makes collage - pastes
806. Makes collage - cuts out pictures
807. Prepares brayer
808. Prepares wheat paste
809. Makes tissue paper flowers
810. Makes paper mache project
811. Makes linoleum print
MISCELLANEOUS CRAFTS

812. Prepares print for decoupage
813. Decoupages plaque
814. Makes tile pattern
815. Imprints design on leather
816. Prepares wax for candles
817. Makes candle

CLAY CRAFTS

818. Stores clay
819. Stores damp pot
820. Applies engobe
821. Prepares engobe
822. Applies glaze
823. Makes pinch pot
824. Adds to base
825. Rolls out clay
826. Adds to pinch pot

WEAVING

827. Weaves pot holders on hand loom
828. Weaves on upright loom

STITCHERY

829. Embroiders
830. Crochets
831. Knits
832. Does needlepoint

SHOP SKILLS

SHOP SAFETY RULES

833. Uses tools safely
834. Stores tools, materials

SORTING LUMBER

835. Sorts lumber by length
836. Sorts lumber by width
USE OF HOLDING TOOLS ........................................... 389
837. Uses vise.
838. Uses clamp

USE OF DRIVING TOOLS ........................................... 390
839. Uses hammer to remove nails
840. Drives nails
841. Uses screwdriver

USE OF DRILLING TOOLS ........................................... 391
842. Uses hand drill
843. Uses electric drill

USE OF GRIPPING TOOLS ........................................... 392
844. Uses wrench
845. Uses needle-nose pliers
846. Uses lineman’s pliers
847. Uses slip-joint pliers

USE OF SAWING TOOLS ........................................... 394
848. Identifies saws
849. Uses rip-saw
850. Uses coping saw
851. Uses crosscut saw
852. Uses keyhole saw
853. Uses power saw

USE OF FASTENERS ........................................... 397
854. Nails boards together
855. Joins boards with screws
856. Bolts boards together

USE OF FINISHING EQUIPMENT ................................ 398
857. Uses power disc lambs wool buffer
858. Uses power disc sander
859. Uses power disc wire wheel
WOOD PREPARATION

860. Hand sands surface
861. Fills nail holes

PAINTING

862. Paints with roller
863. Shellacs (brush)
864. Stains (brush)
865. Enamels (brush)
866. Varnishes (brush)
867. Cleans brush

GLUEING

868. Uses polyvinyl resin
869. Uses casein glue
SOCIAL COMPETENCY

SELF-CARE

CLEANLINESS

WIPING

19.1.1.1.0.1(001) Given a napkin or paper towel and a situation in which the student's hands are covered with food, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his hands.

This objective is mastered when the student:

1. Takes napkin or paper towel
2. Wipes hands
3. Removes food
4. All food removed

19.1.1.1.0.2(002) Given a napkin or paper towel and a situation in which there is food on the student's face, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his face.

This objective is mastered when the student:

1. Takes napkin or paper towel
2. Wipes face
3. Removes food
4. All food removed

WASHING AND DRYING

19.1.1.2.0.1(003) Given a situation in which the student has wet hands, a supply of paper towels, and a waste receptacle, the student will, to the satisfaction of the teacher, dry his hands with one paper towel and dispose of the towel in the waste receptacle.

This objective is mastered when the student:

1. Picks up one paper towel
2. Dries hands with paper towel
3. Disposes of paper towel in waste receptacle
SOCIAL
SELF-CARE

19.1.1.1.2.0.2(004) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, wet his hands, apply soap to his hands, work the soap over the areas of both hands, rinse all the soap from his hands, turn off the water, and dry his hands completely with the towel.

This objective is mastered when the student:

1. Turns on water
2. Applies water to hands
3. Applies soap
4. Works soap over entire area of hands
5. Rubs hands together
6. Rinses soap off hands
7. Rinses all soap off
8. Turns off water
9. Picks up towel
10. Dries hands with towel
11. Both hands clean
12. Both hands dry

19.1.1.1.2.0.3(005) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, use his hands to apply water to his face, apply soap to his face, work the soap over the entire facial surface, rinse his face and hands with water, turn off the water, and dry his face and hands completely with the towel.

This objective is mastered when the student:

1. Turns on water
2. Applies water to face
3. Applies soap
4. Works soap over entire facial area
5. Rinses face
6. Rinses hands
7. Picks up towel
8. Dries face with towel
9. Entire face dry
10. Turns off water
11. Dries hands with towel
12. Both hands dry
BATHING

19.1.1.3.0.1(006) Given a shower or a tub, the student will, to the satisfaction of the teacher and the student, first turn on the cold water, then turn on and adjust the hot water, while placing his hand under the water to determine a lukewarm temperature.

This objective is mastered when the student:

1. Turns on cold water
2. Turns on hot water
3. Places hand under water to determine temperature
4. Adjusts hot water
5. Stands out of direct water spray while adjusting hot water (if shower)
6. Water temperature is lukewarm

19.1.1.3.0.2(007) Given a shower, or a tub, soap, and towels, the student will, to the satisfaction of the teacher, turn on and adjust the water to a tolerable temperature, wash his entire body using soap and water, and dry his entire body.

This objective is mastered when the student:

1. Turns on water to tolerable temperature
2. Wets body
3. Wets entire body
4. Applies soap to entire body
5. Works soap over all areas of body
6. Rinses soap from body
7. Rinses all soap from body
8. Turns off water
9. Picks up towel
10. Dries body with towel
11. Entire body dry

CARE OF HAIR, TEETH, NOSE

19.1.1.4.0.1(008) Given a tissue and a situation in which the student has mucous on his face, the student will, to the satisfaction of the teacher, take a tissue and wipe all the mucous from his face.
SOCIAL
SELF-CARE

This objective is mastered when the student:

1. Takes tissue
2. Wipes face
3. Removes mucous
4. Removes all mucous

19.1.1.4.0.2(009) Given a box of tissues, a waste receptacle, and a situation in which the student's nose should be cleaned, the student will, to the satisfaction of the teacher, take a tissue, cover his nose with the tissue, blow into the tissue, wipe his nose clean, and dispose of the tissue in the waste receptacle.

This objective is mastered when the student:

1. Takes one tissue
2. Covers nose with tissue
3. Blows into tissue
4. Wipes nose clean
5. Disposes of tissue in waste receptacle

19.1.1.4.0.3(010) Given a sink, water, toothbrush, toothpaste, cup, and a towel, the student will, to the satisfaction of the teacher, turn on the water, pick up his toothbrush, uncap the toothpaste, put a small amount of toothpaste on the toothbrush, brush his teeth, rinse his mouth, dry around his mouth, rinse the toothbrush, turn off the water, and cap the toothpaste.

This objective is mastered when the student:

1. Turns on water
2. Uncaps toothpaste
3. Puts toothpaste on brush bristles
4. Doesn't waste toothpaste
5. Brushes teeth
6. Rinses mouth
7. Picks up towel
8. Dries around mouth with towel
9. Mouth dry
10. Rinses brush
11. Brush clean
12. Turns clean
13. Caps toothpaste

46 4
Given a sink, water, shampoo, a washcloth, and a towel, the student will, to the satisfaction of the teacher, remove the cap from the container of shampoo, turn on the water, bend over the sink, wet his hair, pour a small amount of shampoo into his hands, apply the shampoo to his hair, rub the shampoo into his hair producing a soapy lather, rinse all the visible soap from his hair, repeat the washing and rinsing process, wipe the shampoo from his face with the washcloth, turn off the water, pick up the towel, fluff dry his hair until most of the excess water is removed, and cap the shampoo.

This objective is mastered when the student:

1. Removes cap from shampoo container
2. Turns on water
3. Bends over sink
4. Wets hair
5. Wets all hair areas
6. Pours shampoo into hand
7. Applies shampoo to hair
8. Uses small amount of shampoo
9. Rubs shampoo into hair
10. Rubs shampoo into all areas of hair
11. Rinses hair clean
12. Repeats numbers 6-11
13. Wipes shampoo from face with washcloth
14. Turns off water
15. Picks up towel
16. Uses towel to dry hair
17. Removes most of excess water from hair
18. Puts cap back on shampoo container
SOCIAL
SELF-CARE

EATING

SOLID FOOD

19.1.1.2.1.012 Given a school plate lunch containing a solid food, the student will, to the satisfaction of the teacher, use his fingers to pick up the solid food from the plate, place it in his mouth, chew, and swallow the food.

This objective is mastered when the student:

1. Picks up solid food with fingers
2. Places bite of food in mouth
3. Chews bite of food
4. Swallows bite of food
5. Repeats numbers 1-4 for each bite of solid food

LIQUID FOOD

19.1.1.2.2.013 Given a container of liquid with a straw inserted, the student will, to the satisfaction of the teacher, grasp the container, place the straw in his mouth, draw the liquid into his mouth, and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

1. Grasps container
2. Places straw in mouth
3. Draws liquid into mouth
4. Swallows liquid
5. Does not dribble liquid
6. Does not spill liquid

19.1.1.2.2.014 Given a cup 3/4 full of liquid, the student will, to the satisfaction of the teacher, grasp the cup by its handle, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.
This objective is mastered when the student:

1. Grasps cup by handle
2. Picks up cup
3. Brings cup to mouth
4. Sips liquid
5. Swallows liquid
6. Does not dribble liquid
7. Does not spill liquid

19.1.1.2.0.3(015) Given a glass half-full of liquid, the student will, to the satisfaction of the teacher, pick up the glass, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

1. Picks up glass
2. Brings it to mouth
3. Sips liquid
4. Swallows liquid
5. Does not dribble liquid
6. Does not spill liquid
7. Does not spill liquid

19.1.1.2.0.4(016) Given a water fountain, the student will, to the satisfaction of the teacher, turn on the water, take water into the mouth without touching the fountain with his mouth, swallow the water, and turn off the water, doing all of the above without dribbling or spilling water.

This objective is mastered when the student:

1. Turns on water
2. Takes water into mouth
3. Mouth does not touch fountain
4. Swallows water
5. Turns off water
6. Does not dribble water
7. Does not spill water
SOCIAL
SELF-CARE

USE OF UTENSILS

19.1.1.2.3.0.1(017) Given a spoon and a liquid and/or soft food, the student will, to the satisfaction of the teacher, use the spoon to scoop up the food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

1. Grasps spoon
2. Bowl of spoon is up
3. Picks up food (liquid or soft) with spoon
4. Brings food to mouth with spoon
5. Puts food in mouth
6. Does not spill or drop food

19.1.1.2.3.0.2(018) Given a fork and a solid or semi-solid food, the student will, to the satisfaction of the teacher, use the fork to separate, spear, or scoop an appropriate amount of food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

1. Grasps fork
2. Separates and picks up food
3. Brings food to mouth with fork
4. Puts food in mouth
5. Does not spill or drop food

19.1.1.2.3.0.3(019) Given a knife, a fork, and a solid food such as a cooked hamburger patty, the student will, to the satisfaction of the teacher, use the utensils to cut the solid food.

This objective is mastered when the student:

1. Picks up knife and fork
2. One utensil in each hand
3. Places fork in food
4. Holds food with fork
5. Cuts food with knife
6. Repeats numbers 3-5 until food is completely cut
19.1.1.2.3.0.4(020) Given a knife, a fork, a spoon, a plate, and a variety of foods including a meat, a soft food, and a liquid food, the student will, with 100% accuracy, touch the correct utensil or utensils used in the consumption of meat, soft foods, and liquid foods, in response to teacher questioning.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the utensil you use to eat___________(liquid food)."  
2. "Touch the utensil you use to eat___________(soft food)."  
3. "Touch the utensils you use to cut and eat the meat."

19.1.1.2.3.0.5(021) Given a knife, a fork, a spoon, a plate, and a variety of foods which includes a meat, a soft food, and a liquid food, the student will, to the satisfaction of the teacher, use the correct utensils in cutting the solid food, picking up the food, and bringing the food to his mouth, and return the utensil to his plate.

This objective is mastered when the student:

1. Picks up liquid food with spoon  
2. Brings liquid food to mouth using spoon without spilling  
3. Cuts soft food with fork  
4. Picks up soft food with fork  
5. Brings soft food to mouth using fork without spilling  
6. Cuts meat with knife and fork  
7. Picks up meat with fork  
8. Brings meat to mouth using fork without spilling  
9. Returns each utensil to plate

BALANCED EATING AND DRINKING

19.1.1.2.4.0.1(022) Given three sets of three pictures showing liquids which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a moderate amount of liquid in each set, in response to questioning by the teacher.
This objective is mastered when the student touches the underlined picture in each set below:

1. Pitcher of orange juice, glass/partially filled with orange juice, glass filled with orange juice

2. Glass filled with milk, gallon jug of milk, glass partially filled with milk

3. Glass partially filled with tomato juice, glass filled with tomato juice, pitcher of tomato juice

19.1.1.2.4.0.2(023) Given four sets of three pictures showing solid foods which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a one serving quantity in each set, in response to questioning by the teacher.

This objective is mastered when the student touches the underlined picture in each set below:

1. Small amount of mashed potatoes, plate full of mashed potatoes, one serving of mashed potatoes

2. One bunch of bananas, one banana, a piece of banana

3. Small amount of meat, one serving of meat, large amount of meat

4. One slice of cake, entire cake, bite of cake

19.1.1.2.4.0.3(024) Given a set of seven pictures depicting liquid foods of varying nutritional quality, the student will, with 100% accuracy, touch all the pictures of foods of high nutritional value in response to questioning by the teacher.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Kool aid, orange juice, milk, coffee, tomato juice, coke, beer
TABLE MANNERS

19.1.1.2.5.0.1(025) Given a meal-time situation and a napkin, the student will, to the satisfaction of the teacher, protect his clothing by opening the napkin and placing it in his lap or under his chin before starting to eat or drink.

This objective is mastered when the student:

1. Opens napkin ✓
2. Places his napkin in lap or under chin

19.1.1.2.5.0.2(026) Given several individual or group eating situations, the student will demonstrate proper table manners at a level of more than 50% of the time as determined by teacher rating on the following scale:

- Nearly all the time
- More than 50% of the time
- Less than 50% of the time

The following checklist may be helpful in identifying appropriate table manner behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Posture good
2. Uses napkin
3. Passes food
4. Requests food
5. Closes mouth while chewing
6. Does not take food from plate of another
7. Does not play with food or utensils
8. Does not throw food or utensils
9. Does not talk with food in mouth

OPERATING A VENDING MACHINE

19.1.1.2.6.0.1(027) Given a vending machine and a collection of ten coins of various denominations, the student will, to the satisfaction of the teacher, use the vending machine to obtain food or supplies as determined by the teacher rating.
teacher, select the proper amount of money, insert the money in the proper slot, pull or push the appropriate button or lever in order to obtain the desired article; and remove the article from the machine.

This objective is mastered when the student:

1. Selects proper amount of money
2. Inserts money in proper slot
3. Pushes appropriate button (Pulls appropriate lever)
4. Removes article from machine

CAFETERIA EATING

19.1.1.2.7.0.1(028) Given a cafeteria situation with appropriate equipment, the student will, to the satisfaction of the teacher, demonstrate his ability to function properly in a cafeteria eating situation by waiting in line, taking a tray, eating utensils, and napkin, requesting food, putting it on the tray, moving the tray from station to station, paying for his food, carrying the tray to an appropriate eating place, eating the food, and taking the tray with dirty dishes and utensils to an appropriate disposal area.

This objective is mastered when the student:

1. Stands in line (exhibits appropriate behavior)
2. Picks up tray
3. Picks up eating utensils
4. Requests food (appropriately)
5. Puts food on tray
6. Moves from station to station
7. Pays for food
8. Carries tray to table
9. Eats food
10. Takes tray with dirty dishes and utensils to appropriate disposal area
SAFETY SKILLS

WEATHER SAFETY

19.1.1.3.1.0.1(029) Given three sets of four pictures depicting various behaviors during severe weather, the student will, with 100% accuracy, touch the picture depicting the appropriate behavior in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Swinging in the rain, sliding in the rain, splashing in puddles, walking with umbrella and attired in rain apparel
2. Sitting in the cellar, playing ball, skipping rope, see-sawing
3. Flying a kite, staying in pool, going indoors, standing under tree

SAFETY FOR EYES, EARS, NOSE, THROAT

19.1.1.3.2.0.1(030) Given five sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the eyes.

This objective is mastered when the student touches the underlined picture in each set below:

1. Knife, washcloth, kleenex
2. Cotton balls, towel, scissors
3. Apple, carrot, pencil
4. Book, broken glass, dress
5. Hairspray, banana, pillow

19.1.1.3.2.0.2(031) Given four sets of four pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the ears.

This objective is mastered when the student touches the underlined picture in each set below:
SOCIAL SELF-CARE

1. Towel, apple, bed, pencil
2. Bobby pin, dress, pear, Q-tip
3. Towel, kleenex, needle, washcloth
4. House, orange, sock, safety pin

19.1.1.3.2:0.3(032) Given a set of pictures of seven common household articles, the student will, with 100% accuracy, touch the pictures of the three objects which would do most harm to the nose.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Washcloth, bobby pin, towel, tissues, scissors, perfume, pencil

19.1.1.3.2:0.4(033) Given three sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm if swallowed.

This objective is mastered when the student touches the underlined picture in each set below:

1. Bleach, milk, bread
2. Apple, ice cream cone, lighter fluid
3. Banana, poison, cola

VEHICULAR SAFETY

19.1.1.3.3:0.1(034) Given a school bus with a hand railing, the student will, at the satisfaction of the teacher, get off the bus by grasping the railing with his hand while placing one foot on the top step, and descending the steps by placing one foot at a time on each step until he reaches the ground, without falling.
This objective is mastered when the student:

1. Grasps railing with hand
2. Places foot on top step
3. Descends steps
4. Places one foot at a time on each lower step
5. Reaches ground without falling

19.1.1.3.3.0.2(035) Given a school bus with a hand railing, the student will, to the satisfaction of the teacher, get on the bus by grasping the railing with his hand while placing one foot on the first step, and climbing the steps by placing one foot at a time on each step until he reaches the floor level of the bus, without falling.

This objective is mastered when the student:

1. Grasps railing with hand
2. Places foot on first step
3. Climbs steps
4. Places one foot at a time on each higher step
5. Reaches floor level without falling

19.1.1.3.3.0.3(036) Given an automobile with lap seat belts, the student will, to the satisfaction of the teacher, fasten and unfasten the seat belt around his waist.

This objective is mastered when the student:

1. Puts seat belt around waist
2. Fastens seat belt
3. Tightens seat belt securely
4. Unfastens seat belt
5. Removes seat belt from waist

19.1.1.3.3.0.4(037) Given a situation in which a student is riding in a car or bus, the student will, to the satisfaction of the teacher, behave in accordance with each of eight passenger safety rules for the duration of the ride.
SOCIAL
SELF-CARE

This objective is mastered when the student:

1. Waits until vehicle comes to complete stop before loading or unloading

2. Does not eat food or drink liquids in vehicle

3. Does not smoke in vehicle

4. Does not stand in vehicle unless necessary

5. Does not push in vehicle

6. Does not hang parts of body out of vehicle windows

7. Does not shout in vehicle

8. Does not fight in vehicle

STREET SAFETY

19.1.1.3.4.0.1(038) Given a situation in which the teacher requests that the student walk on the shoulder of the road, the student will, to the satisfaction of the teacher, walk on the shoulder of the road, facing on-coming traffic at least five feet from the road surface for a distance of 50 yards.

This objective is mastered when the student:

1. Selects correct side of road

2. Walks at least five feet away from road surface

3. Walks 50 yards properly

19.1.1.3.4.0.2(039) Given a street with a marked crosswalk and no traffic light, the student will, to the satisfaction of the teacher, look both ways to check for cars, and if none are coming, walk across the street staying between the markings of the crosswalk.

This objective is mastered when the student:
1. Stands on curb
2. Looks both ways to check for cars
3. Walks to other side when safe
4. Stays within crosswalk markings

19.1.1.3.4.0.3(040) Given a situation in which the teacher requests that the
student walk across an intersection with a traffic light, the student will, to
the satisfaction of the teacher, stand on the curb, stop for a red signal, wait
for light to change to green, look carefully in all directions, and walk to
the other side of the street.

This objective is mastered when the student:
1. Stands on curb
2. Stops if light is red (or if "DON'T WALK" sign is on)
3. Waits for light to change to green (if necessary)
4. Looks carefully in all directions
5. Walks to other side when safe

DANGER AWARENESS

19.1.1.3.5.0.1(041) Given two sets of four pictures depicting safe and dan-
gerous objects, the student will, with 100% accuracy, touch all of the pictures
of dangerous objects in both sets.

This objective is mastered when the student touches the underlined
picture(s) in each set below:
1. Comb, grapes, firecrackers, camera
2. Shotgun, pear, poison, typewriter
SOCIAL
SELF-CARE

19.1.1.3.5.0.2(042) Given two sets of four pictures depicting emergency and safe situations, the student will, with 100% accuracy, touch all of the pictures of emergency situations in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Person being hit by car, person watching TV, person in burning house, person eating
2. Person at birthday party, person being beat up, person having heart attack, person drinking milk

USE OF DANGEROUS OBJECTS

19.1.1.3.6.0.1(043) Given a sharp object, the student will, to the satisfaction of the teacher, handle the sharp object by picking it up, holding the sharp end in his hand, and passing the blunt end to another person without injuring himself or the other person.

This objective is mastered when the student:

1. Picks up sharp object
2. Holds sharp end in hand
3. Hands blunt end to classmate
4. Does not injure self or others

19.1.1.3.6.0.2(044) Given a box of safety matches, a candle, and an empty ash tray, the student will, to the satisfaction of the teacher, take a match from the box, close the box, strike the match away from his body, light the candle, and extinguish and discard the match in the ash tray without burning himself or any object other than the candle.

This objective is mastered when the student:

1. Takes match from box
2. Closes box
3. Strikes match away from body
4. Lights candle
5. Extinguishes match
6. Discards match into ash tray
7. Does not burn self or other objects
19.1.1.3.6.0.3(045) Given an electrical appliance and proper instructions, the student will, to the satisfaction of the teacher, pick up the appliance plug, look for frayed ends, plug it into the socket, and remove the plug from the outlet after the appliance has been used.

This objective is mastered when the student:

1. Has dry hands
2. Picks up appliance plug
3. Looks for frayed ends
4. Puts plug into socket securely
5. Grips rubber surrounding plug
6. Removes plug completely from socket

FIRE SAFETY

19.1.1.3.7.0.1(046) Given two sets of five pictures depicting situations that could cause a fire and situations that would not cause a fire, the student will, with 100% accuracy, touch all of the pictures of situations that could cause a fire in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Flowers, debris, water sprinkler, smoking, a lake
2. Stove, bricks, gasoline, ice cube, a salad

19.1.1.3.7.0.2(047) Given a fire drill situation, the student will, to the satisfaction of the teacher, leave the school building by walking quickly to the nearest and least hazardous exit, continue departure to a safe distance from the building, and line up and return to the building.

This objective is mastered when the student:

1. Lines up
2. Leaves building quickly (walking)
3. Leaves by nearest and least hazardous exit
SOCIAL
SELF-CARE

4. Continues departure to safe distance

5. Quietly lines up and returns to building

19.1.1.3.7.0.3(048) Given teacher directions that there is a fire, the
student will, to the satisfaction of the teacher, gain the attention of
an appropriate person, tell this person that there is a fire, and indicate
the location of the fire.

This objective is mastered when the student:

1. Gains attention of appropriate person

2. Tells person that there is a fire

3. Indicates location of fire

19.1.1.3.7.0.4(049) Given a teletrainer and teacher directions that there
is a fire, the student will, to the satisfaction of the teacher, pick up
the telephone receiver, dial the operator, give his name, relate that
there is a fire, give the location of the fire, listen for the operator's
instructions, and hang up the receiver.

This objective is mastered when the student:

1. Picks up receiver

2. Dials operator

3. Relates that there is a fire

4. Gives name

5. Gives location of fire

6. Hangs up receiver

7. Repeats directions from operator
TAKING OFF CLOTHES

19.1.1.4.1.0.1(050) Given a pair of untied shoes on the student's person, the student will, to the satisfaction of the teacher, grasp the shoe with his hand(s), pull the shoe until it is completely off his foot, and repeat this procedure for the other shoe.

This objective is mastered when the student:

1. Grasps shoe with hand(s) ___ 3. Removes shoe from foot ___
2. Pulls shoe ___ 4. Repeats numbers 1-3 for other shoe ___

19.1.1.4.1.0.2(051) Given a pair of socks on the student's person, the student will, to the satisfaction of the teacher, grasp the top of the sock, pull it down and over the heel, continue pulling until the sock is completely off his foot, and repeat this procedure for the other sock.

This objective is mastered when the student:

1. Grasps top of sock ___ 3. Pulls sock over heel ___
2. Pulls down sock ___ 4. Pulls sock off ___
5. Repeats numbers 1-4 for other sock ___

19.1.1.4.1.0.3(052) Given an article of clothing which can be pulled down, the student will, to the satisfaction of the teacher, grasp both sides of the garment at the waistline, pull down the garment, and remove both feet from the garment until the garment is completely off the student.

This objective is mastered when the student:

1. Grasps both sides of garment ___ 4. Removes one foot from garment ___
2. Grasps garment at waistline ___ 5. Removes other foot from garment ___
SOCIAL
SELF-CARE

(Note: Student is not evaluated in this objective for undoing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.1.0.4(053) Given an article of clothing which can be pulled off over the head, the student will, to the satisfaction of the teacher, pull the garment up and over his head, and remove both arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

1. Grasps garment
2. Pulls garment up
3. Pulls garment over head
4. Removes arm from one armhole
5. Removes arm from other armhole

19.1.1.4.1.0.5(054) Given an article of clothing which can be pulled off over the shoulders, the student will, to the satisfaction of the teacher, pull the unfastened garment over his shoulders, slide it down his arms, and remove his arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

1. Removes garment from one shoulder
2. Removes garment from other shoulder
3. Slides garment down one arm
4. Slides garment down other arm
5. Removes arm from one armhole
6. Removes arm from other armhole

PUTTING ON CLOTHES

19.1.1.4.2.0.1(055) Given an article of clothing that can be pulled up, the student will, to the satisfaction of the teacher, place his feet in the appropriate holes, grasp the garment at the waistline with both hands,
and pull the garment up until it is at the correct place on his body.

This objective is mastered when the student:

1. Places one foot in appropriate hole
2. Places other foot in appropriate hole
3. Grasps article at waistline with both hands
4. Pulls article up
5. Positions it at correct place on body

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.2.0.2(056) Given an article of clothing that can be pulled over the head, the student will, to the satisfaction of the teacher, grasp the garment with both hands, bring the garment to his head, poke his head through the appropriate hole, place his arms alternately into the appropriate holes, and pull the garment down completely.

This objective is mastered when the student:

1. Grasps garment with both hands
2. Brings garment to head
3. Pokes head through appropriate hole
4. Places one arm into appropriate hole
5. Places other arm into appropriate hole
6. Pulls garment down to proper place on body
7. Garment right side out
8. Garment not on back-wards

19.1.1.4.2.0.3(057) Given an article of clothing that is open down the front, the student will, to the satisfaction of the teacher, hold the garment with one hand, slip the free arm into the appropriate armhole, reach back with the other arm, slip that arm into the appropriate armhole, and then pull the garment onto the shoulders with both hands.
SOCIAL
SELF-CARE

This objective is mastered when the student:

1. Holds garment with one hand
2. Slips free arm into appropriate armhole
3. Reaches back with other arm
4. Slips arm into appropriate armhole
5. Pulls garment onto shoulders with both hands
6. Garment right side out
7. Garment properly positioned on body

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, buttons, etc.)

19.1.1.4.2.0.4(058) Given a pair of shoes, the student will, to the satisfaction of the teacher, slip his toes down into one shoe, run a finger around the inside of the heel of the shoe, push his heel down into the shoe, straighten the top of the heel so that no part is curled under and the shoe fits comfortably, and repeat this procedure with the other shoe.

This objective is mastered when the student:

1. Slips his toes down into one shoe
2. Runs finger around inside heel of shoe
3. Pushes heel down into shoe
4. Straightens top of heel so no part is curled under
5. Tongue of shoe in proper place
6. Repeats number 1-5 with other shoe

(Note: The student is not being evaluated in this objective for tying or fastening shoes.)

19.1.1.4.2.0.5(059) Given a pair of socks, the student will, to the satisfaction of the teacher, use both hands to open the sock, put his foot into the sock until the toes are at the toe end, pull the sock over the heel, pull the sock neck completely up on the ankle, adjust the sock so that it fits smoothly on the foot, and repeat this procedure for the other sock.

This objective is mastered when the student:
SOCIAL
SELF-CARE

1. Uses both hands to open sock
2. Puts foot into sock
3. Toes at toe end of sock
4. Pulls sock over heel
5. Places heel in heel pocket

6. Pulls sock neck completely up on ankle
7. Sock fits smoothly
8. Sock is not twisted
9. Repeats numbers 1-8 with other sock

FASTENING CLOTHES

19.1.1.4.3.0.1(060) Given a fastened snap that is not on the student's person, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of the snap, pull until the snap separates, fit the snap together, and push until the snap is locked.

This objective is mastered when the student:

1. Holds material surrounding top and bottom of snap with both hands
2. Pulls until snap separates
3. Holds both parts of snap, one side in each hand
4. Fits parts of snap together
5. Pushes parts of snap together until locked

19.1.1.4.3.0.2(061) Given an article of clothing with fastened snaps that he is wearing, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of each snap, pull until each snap separates, fit each snap together, and push until each snap is locked.

This objective is mastered when the student:

1. Holds material surrounding top and bottom of one snap
2. Pulls until snap separates
3. Repeats numbers 1-2 for each snap
4. Holds both parts of snap, one side in each hand
5. Fits parts of snap together
6. Pushes parts of snap together until locked
SOCIAL
SELF-CARE

7. Repeats numbers 4-6 for each snap

19.1.1.4.3.0.3(062) Given an article of clothing with an unfastened hook that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the material around the hook in one hand and the material around the eye in the other hand, pull them together, pull the hook onto the eye until it is securely fastened, then grasp the material around the hook and the eye, and push the hook until it completely separates from the eye.

This objective is mastered when the student:

1. Grasps material around hook in one hand

2. Grasps material around eye in other hand

3. Pulls them together

4. Pulls hook over eye

5. Connects them securely

6. Grasps material around hook

7. Pushes to separate hook from eye

8. Hook completely free from eye

19.1.1.4.3.0.4(063) Given an article of clothing with unfastened hooks that he is wearing, the student will, to the satisfaction of the teacher, grasp the material around each hook in one hand and the material around each eye in the other hand, pull them together, pull each hook onto its corresponding eye, until each is securely fastened, then grasp the material around each hook and eye, and push each hook until it completely separates from the eye.

This objective is mastered when the student:

1. Grasps material around hook in one hand

2. Grasps material around corresponding eye in other hand

3. Pulls them together

4. Pulls hook over eye

5. Connects them securely

6. Repeats numbers 1-5 for each hook

7. Grasps material around hook

8. Pushes to separate hook from eye

9. Hook completely free from eye
10. Repeats numbers 7-9 for each hook

19.1.1.4.3.0.5(064) Given a closed buckle not on the student's person, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

1. Pulls belt end from buckle  
2. Pulls belt end back with one hand  
3. Pulls prong from hole with other hand  
4. Pulls belt end free from buckle

19.1.1.4.3.0.6(065) Given a closed buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

1. Pulls belt end from buckle  
2. Pulls belt end back with one hand  
3. Pulls prong from hole with other hand  
4. Pulls belt end free from buckle

19.1.1.4.3.0.7(066) Given an open buckle not on the student's person, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:
SOCIAL SELF-CARE

1. Grasps belt end
2. Threads it under and through buckle
3. Pulls belt end back with one hand
4. Pokes prong through appropriate hole
5. Threads belt end through and under buckle until secure

19.1.1.4.3.0.8(067) Given an open buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:

1. Grasps belt end
2. Threads it under and through buckle
3. Pulls belt end back with one hand
4. Pokes prong through appropriate hole
5. Threads belt end through and under buckle until secure

19.1.1.4.3.0.9(068) Given a large colored safety pin and a piece of cloth, the student will, to the satisfaction of the teacher, fasten the piece of cloth to his clothing by opening the pin, inserting it through the cloth and his clothing, and closing the pin without sticking himself.

This objective is mastered when the student:

1. Picks up safety pin
2. Opens safety pin
3. Inserts safety pin through cloth and clothing
4. Closes safety pin
5. Does not stick himself
19.1.1.4.3.0.10(069) Given a closed zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

1. Grasps zipper tab
2. Zips to bottom
3. Grasps bottom of zipper in one hand
4. Grasps zipper tab in other hand
5. Pulls tab to top of zipper

19.1.1.4.3.0.11(070) Given a closed zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

1. Grasps zipper tab
2. Zips to bottom
3. Grasps bottom of zipper in one hand
4. Grasps zipper tab in other hand
5. Pulls tab to top of zipper

19.1.1.4.3.0.12(071) Given a closed detachable zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

1. Grasps zipper tab
2. Zips to bottom
3. Slides zipper end out of fastener
4. Grasps zipper end and fastener
SOCIAL
SELF-CARE

1. Places zipper end in fastener
6. Grasps bottom of zipper in one hand
7. Grasps zipper tab in other hand
8. Pulls tab to top of zipper

19.1.1.4.3.0.13(072) Given a closed detachable zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

1. Grasps zipper tab

2. Zips to bottom

3. Slides zipper end out of fastener

4. Grasps zipper end and fastener

5. Places zipper end in fastener

6. Grasps bottom of zipper in one hand

7. Grasps zipper tab in other hand

8. Pulls tab to top of zipper

19.1.1.4.3.0.14(073) Given a piece of material which contains a button in a buttonhole, the student will, to the satisfaction of the teacher, grasp the fastened button and push the button through the hole until the button and buttonhole are completely separate.

This objective is mastered when the student:

1. Grasps button in one hand

2. Grasps side of material containing buttonhole with other hand

3. Pushes button through buttonhole

4. Guides button out of hole with other hand

5. Button completely out of hole
19.1.1.4.3.0.15(074) Given a buttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each fastened button and push each button through its hole until each button and buttonhole are completely separate.

This objective is mastered when the student:

1. Grasps button with one hand
2. Grasps side of material containing buttonhole with other hand
3. Pushes button through buttonhole
4. Guides button out of hole with other hand
5. Button completely out of hole
6. Repeats numbers 1-5 for each button

19.1.1.4.3.0.16(075) Given a piece of material which contains a button and buttonhole (in the open position), the student will, to the satisfaction of the teacher, grasp the button and push the button through the hole until the button is firmly placed in the buttonhole.

This objective is mastered when the student:

1. Grasps button in one hand
2. Grasps side of material containing buttonhole in other hand
3. Pushes button through hole
4.Guides button through hole with other hand
5. Button completely through buttonhole

19.1.1.4.3.0.17(076) Given an unbuttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each button and push it through its corresponding hole until each button is firmly placed in the buttonhole.

This objective is mastered when the student:

1. Grasps button with one hand
2. Grasps side of material containing buttonhole with other hand
SOCIAL
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3. Pushes button through corresponding buttonhole
4. Guides button through hole with other hand

5. Button completely through buttonhole
6. Repeats numbers 1-5 for each button

19.1.1.4.3.0.18(077) Given a shoelace and an unlaced shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelace, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

1. Grasps one end of shoelace
2. Pokes end of shoelace through first bottom hole
3. Pulls shoelace with other hand
4. Pokes end up through opposite bottom hole

5. Evens up shoelace
6. Pokes shoelace through holes alternating sides
7. Laces all holes
8. Ends of shoelace even

19.1.1.4.3.0.19(078) Given a shoelace and an unlaced shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelaces, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

1. Grasps one end of shoelace
2. Pokes end of shoelace through first bottom hole
3. Pulls shoelace with other hand
4. Pokes end up through opposite bottom hole

5. Evens up shoelace
6. Pokes shoelace through holes alternating sides
7. Laces all holes
8. Ends of shoelace even
Given a laced but untied shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

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<tr>
<td>1. Grasps one end of shoelace in each hand</td>
<td>5. Holds one loop in each hand</td>
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<tr>
<td>2. Tucks one end under other</td>
<td>6. Tucks one loop under other</td>
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<tr>
<td>3. Pulls until tight</td>
<td>7. Pulls one loop through gap</td>
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<tr>
<td>4. Makes two loops</td>
<td>8. Pulls loops until knot is tight</td>
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<td>4. Makes one loop</td>
<td>7. Wraps around one time</td>
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<tr>
<td>5. Holds loop in one hand</td>
<td>8. Tucks free shoelace under and through to make second loop</td>
</tr>
<tr>
<td>6. Wraps free shoelace around loop with other hand</td>
<td>9. Pulls loops until knot is tight</td>
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Given a laced but untied shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

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<td>4. Makes one loop</td>
<td>5. Holds loop in one hand</td>
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SOCIAL

SELF-CARE

6. Wraps free shoelace around loop with other hand

7. Wraps around one time

8. Tucks free shoelace under and through to make second loop

9. Pulls loops until knot is tight
TOILETING AND HEALTH SKILLS

POSTURE

19.1.1.5.1.0.1(081) Given a situation in which the student is asked to maintain good standing posture, the student will, to the satisfaction of the teacher, stand straight in a relaxed manner, with his knees slightly flexed, his feet parallel, shoulders back, and head held upright for 15 seconds.

This objective is mastered when the student:

1. Stands in relaxed manner
2. Stands straight
3. Flexes knees slightly
4. Places feet in parallel position
5. Holds shoulders back
6. Holds head upright
7. Uses good standing posture for 15 seconds

19.1.1.5.1.0.2(082) Given a chair and a situation in which the student is asked to maintain good sitting posture, the student will, to the satisfaction of the teacher, sit in a relaxed manner in an upright position with his back against the back-rest, feet together, and his hands in an appropriate position for one minute.

This objective is mastered when the student:

1. Sits in relaxed manner
2. Sits in upright position
3. Holds back against back-rest
4. Places feet together
5. Holds hands in appropriate position
6. Sits with good sitting posture for one minute

19.1.1.5.1.0.3(083) Given a situation in which the student is asked to maintain good walking posture, the student will, to the satisfaction of the teacher, walk around the classroom in a relaxed manner with shoulders back and head erect.

This objective is mastered when the student:
SOCIAL
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1. Walks in relaxed manner
2. Holds shoulders back
3. Holds head erect
4. Walks around classroom using good posture

SICKNESS

19.1.1.5.2.0.1(084) Given a situation in which the student is sick or hurt, the student will, to the satisfaction of the teacher, gain the attention of the teacher, communicate verbally or by gestures that he is sick or hurt, and indicate the location of the illness or injury.

This objective is mastered when the student:

1. Gains attention of teacher
2. Communicates verbally that he is sick or hurt
   OR
   Communicates by gestures that he is sick or hurt
3. Communicates verbally location of illness or injury
   OR
   Communicates by gestures location of illness or injury

19.1.1.5.2.0.2(085) Given a 15 minute period in which the student is sneezing and/or coughing, the student will, to the satisfaction of the teacher, cover his mouth completely with his hand each time he coughs and/or cover his nose and mouth completely with his hand each time he sneezes.

This objective is mastered when the student:

1. Brings hand to mouth for cough AND/OR brings hand to mouth and nose for sneeze
2. Covers mouth for cough AND/OR covers mouth and nose for sneeze
3. Covers mouth completely for duration of first cough AND/OR covers mouth and nose completely for duration of first sneeze
4. Repeats numbers 1-3 for each cough AND/OR sneeze during 15 minute period
FIRST AID

19.1.1.5.3.0.1(086) Given a sink and a simulated burn on the student's person, the student will, to the satisfaction of the teacher, run cold water over the burned area and refrain from drying this area.

This objective is mastered when the student:

1. Turns on cold water
2. Places injured area under running cold water
3. Turns off water
4. Refrains from drying burned area

19.1.1.5.3.0.2(087) Given a sink, soap, towel, band-aid, and a simulated cut or scrape on the student's person, the student will, to the satisfaction of the teacher, wash and dry the affected area, and unwrap and apply the band-aid to the injured area.

This objective is mastered when the student:

1. Turns on water
2. Washes affected area using soap
3. Rinses affected area with clean water
4. Turns off water
5. Dries affected area
6. Gets band-aid
7. Unwraps band-aid
8. Applies band-aid to injured area properly

TOILETTING

19.1.1.5.4.0.1(088) Given an equipped washroom and a situation wherein a male student has to urinate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, unzip or pull down his pants, stand in front of the urinal or the toilet, or sit on the toilet, relieve himself in the bowl, flush the toilet, pull up or zip up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes to bathroom
2. Closes bathroom door

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3. Unzips or pulls down pants  6. Pulls up and adjusts clothing

4. Stands in front of urinal or toilet or sits on toilet  7. Flushes urinal or toilet

5. Urinates in urinal or bowl  8. Washes and dries hands

9. Leaves bathroom promptly

19.1.1.5.4.0.2(089) Given an equipped washroom and a situation wherein a female student has to urinate, she will, to the satisfaction of the teacher, enter the bathroom, close the door after her, pull down and/or up her clothing, sit on the commode, urinate into the toilet bowl, wipe any excess urine from her body with toilet tissue, deposit the tissue into the commode, flush the commode, pull up and/or down and adjust her clothing, wash and dry her hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes to bathroom  7. Deposits tissue into toilet

2. Closes bathroom door  8.Flushes commode

3. Pulls down and/or up clothes  9. Pulls up and/or down and adjusts clothing

4. Sits on commode  10. Washes and dries hands

5. Urinates only in commode  11. Leaves bathroom promptly

6. Wipes excess urine from body with appropriate amount of tissue

19.1.1.5.4.0.3(090) Given an equipped washroom and a situation wherein a student has to defecate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, pull down his pants, sit on the commode, relieve himself by depositing feces into the water area of the commode, wipe his anus with an appropriate amount of toilet tissue, deposit the tissue in the commode, flush the commode once, pull up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:
1. Goes into bathroom
2. Closes bathroom door
3. Pulls down clothes
4. Sits on commode
5. Deposits feces into water area of commode
6. Wipes anus with appropriate amount of tissue
7. Deposits tissue in commode
8. Flushes commode once
9. Pulls up and adjusts clothing
10. Washes and dries hands
11. Leaves bathroom promptly

19.1.1.5.4.0.4(091) Given a box of sanitary napkins, paper towels or toilet tissue, some type of sanitary napkin holder (e.g., belt, panties), a receptacle for soiled sanitary napkins, and a situation in which a female student is having her menstrual period, the student will, to the satisfaction of the teacher, remove the soiled napkin when it needs to be changed, wrap the soiled sanitary napkin in paper, dispose of it, and put on a clean sanitary napkin.

This objective is mastered when the student:

1. Removes soiled napkin from holder
2. Wraps soiled napkin carefully in paper towel or toilet tissue
3. Deposits soiled napkin into receptacle
4. Removes fresh sanitary napkin from container
5. Fastens ends of sanitary napkin to holder (e.g., panties, sanitary belt)
6. Adjusts napkin to comfortable position
SELF-CARE
GROOMING

ODOR CONTROL

19.1.1.6.1.0.1(092) Given a can of aerosol deodorant, the student will, to the satisfaction of the teacher, apply aerosol deodorant to the underarm areas by removing the top of the aerosol can, picking up the can and directing the spray nozzle toward the underarm area, pushing the release button firmly with a finger, slowly moving the can to distribute spray to all areas of the underarm (restricting coverage to underarm area), repeating the above procedure for the other underarm, and replacing the cap on the aerosol can.

This objective is mastered when the student:

1. Removes top of aerosol can
2. Picks up can
3. Directs spray nozzle toward underarm area
4. Pushes release button firmly with finger
5. Slowly moves can to distribute spray to all areas of underarm
6. Restricts coverage to underarm area
7. Repeats numbers 3-6 for other underarm
8. Replaces top on aerosol can

19.1.1.6.1.0.2(093) Given a bottle of mouthwash, a sink, and a plastic glass, the student will, to the satisfaction of the teacher, use mouthwash by removing the cap from the mouthwash bottle, picking up the bottle, pouring an appropriate amount of mouthwash into the plastic glass, replacing the cap on the bottle, bringing the glass of mouthwash to his mouth, taking a mouthful of liquid, swishing the liquid around his mouth without swallowing, and expectorating the mouthwash into the sink.

This objective is mastered when the student:

1. Removes cap from bottle of mouthwash
2. Picks up bottle
3. Pours appropriate amount of mouthwash into plastic glass
4. Replaces cap on bottle
5. Brings glass of mouthwash to mouth
6. Takes small quantity of liquid
7. Swishes mouthwash around inside of mouth
8. Does not swallow 9. Expectorates mouthwash into sink

19.1.1.6.1.0.3(094) Given a container of perfume, the female student will, to the satisfaction of the teacher, remove the cap from the bottle of perfume, pick up the bottle in one hand, place a forefinger tightly over the hole of the bottle, carefully tilt the bottle, place the perfume on the finger, touch the finger to appropriate body parts, and replace the cap on the bottle without spilling the perfume or repeating the above process more than one time.

This objective is mastered when the student:

1. Removes cap from bottle of perfume
2. Picks up bottle in one hand
3. Places finger over hole of bottle
4. Tilts bottle to place perfume on finger (carefully)
5. Touches appropriate skin areas with perfume
6. Does not spill perfume
7. Replace cap on bottle
8. Does numbers 3-6 no more than twice

HAIR DRYING

19.1.1.6.2.0.1(095) Given a hair brush and a mirror, the student will, to the satisfaction of the teacher, brush his hair by picking up the brush, placing the bristles of the brush on the hair, pulling the brush through the hair to the end of the hair strands, and repeating this process until all the hair is smooth.

This objective is mastered when the student:

1. Picks up brush
2. Places bristles of brush on hair
3. Pulls brush through hair to end of hair strands
4. Repeats numbers 2 and 3 until all hair is smooth
SOCIAL SELF-CARE

19.1.1.6.2.0.2(096) Given a student with wet hair ready for drying and a hooded hair dryer, the student will, to the satisfaction of the teacher, place the hood over his hair, turn on the hair dryer, turn off the hair dryer when his hair is dry, and remove the hood.

This objective is mastered when the student:

1. Places hood over hair
2. Turns on hair dryer
3. Dries hair completely
4. Removes hood when hair is dry
5. Turns off hair dryer

19.1.1.6.2.0.3(097) Given a comb and a mirror, the student will, to the satisfaction of the teacher, comb his hair by picking up the comb, placing the teeth edge of the comb at the top of his head, drawing the comb through the hair, parting the hair by running the edge of the comb along a planned part line, and continuing to comb until all the hair is smooth.

This objective is mastered when the student:

1. Picks up comb
2. Places teeth edge of comb at top of head
3. Draws comb through hair
4. Parts hair by running edge of comb along planned part line (if appropriate)
5. Continues combing until hair is smooth

19.1.1.6.2.0.4(098) Given a mirror, hair curlers, clips, hair setting gel, and a comb, the female student will, to the satisfaction of the teacher, roll her hair in curlers by removing the top from a container of hair gel, dipping her fingers into the gel, applying the gel to all areas of the hair, combing the gel through her hair, lifting up a strand of hair to match the width of a curler, placing a curler at the end of each strand, rolling the curler toward the scalp, securing the curler with a clip, and continuing to put curlers in her hair by the process indicated until all her hair is rolled.

This objective is mastered when the student:

1. Removes cap from hair gel
2. Dips fingers into gel
3. Applies gel to all areas of hair

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NAIL CARE

19.1.1.6.3.0.1(099) Given a bottle of polish remover, cotton balls, and a situation in which a female student is wearing nail polish, the student will, to the satisfaction of the teacher, wet a cotton ball with polish remover without spilling the remover, and wipe each fingernail with the cotton ball until all the nail polish is removed.

This objective is mastered when the student:

1. Opens bottle of polish remover
2. Wets cotton ball with polish remover
3. Wipes each fingernail with cotton ball
4. All polish is removed from each fingernail
5. Does not spill remover
6. Replaces top on bottle of polish remover

19.1.1.6.3.0.2(100) Given a bowl of warm sudsy water, a bowl of clear water, a nail brush, an orange stick, and a towel, the student will, to the satisfaction of the teacher, thoroughly clean his nails by soaking them in the warm sudsy water, scrubbing them with the nail brush, rinsing them in clear water, drying them with the towel, and cleaning under each nail with the orange stick.

This objective is mastered when the student:

1. Soaks nails in warm sudsy water
2. Scrubs nails with nail brush
3. Rinses nails with clear water
4. Dries nails with towel
5. Cleans under nails with orange stick
6. All nails completely clean
19.1.1.6.3.0.3(101) Given an emory board, the student will, to the satisfaction of the teacher, appropriately shape his nails by holding the emory board in one hand, placing the emory board firmly against one nail of the opposite hand, filing the nail by following the natural contour, and repeating the process until each nail on both hands is smooth.

This objective is mastered when the student:

1. Holds emory board in one hand
2. Places emory board firmly against one nail of opposite hand
3. Files nail by following natural contour
4. Repeats numbers 1-3 for each nail
5. All nails filed smoothly

19.1.1.6.3.0.4(102) Given a pair of nail clippers, the student will, to the satisfaction of the teacher, clip his nails to an appropriate length by grasping the clippers in one hand, extending the nail to be clipped, clipping a portion of the nail with a firm, quick motion and continuing this process until all nails are an appropriate length and shape.

This objective is mastered when the student:

1. Grasps clippers in one hand
2. Extends nail to be clipped
3. Clips portion of nail with firm, quick motion
4. Continues clipping until nail is of appropriate length
5. Repeats numbers 2-4 for each nail
6. All nails neatly shaped

19.1.1.6.3.0.5(103) Given a bottle of nail polish, the female student will, to the satisfaction of the teacher, polish her nails by removing the cap and brush from the bottle of nail polish (removing any excess polish on the rim of the bottle), applying the polish to her nails in a lengthwise motion starting at the base of the nails, permitting the nails to dry, and completing each nail so that it is smoothly covered with polish.

This objective is mastered when the student:
1. Removes cap from bottle of nail polish
2. Lifts brush to top of bottle
3. Touches inside top of bottle with brush tip to remove excess polish (if necessary)
4. Applies polish to nail in lengthwise motion starting at base of nail
5. Repeats numbers 2-4 for each nail
6. Permits polish to dry
7. All nails smoothly covered with polish
8. Replaces cap on bottle of nail polish

**SOCIAL SELF-CARE**

**19.1.1.6.3.0.6(104)** Given a bottle of cuticle remover, an orange stick, a bowl of warm water, and a towel, the student will, to the satisfaction of the teacher, push back the cuticles from his nails by dipping the flat end of the orange stick into the cuticle remover, covering each cuticle with the remover, pushing back each cuticle with the flat end of the orange stick, rinsing his nails with warm water, and drying his nails with the towel.

This objective is mastered when the student:

1. Opens bottle of cuticle remover
2. Dips flat end of orange stick into cuticle remover
3. Covers each cuticle with remover
4. Pushes back each cuticle with flat end of orange stick
5. Rinses nails in warm water
6. Dries nails with towel
7. All cuticles removed
8. Replaces top on bottle of cuticle remover

**APPROPRIATENESS OF APPAREL**

**19.1.1.6.4.0.1(105)** Given three sets of three pictures showing clothing appropriate for hot, cold, and rainy weather, the student will, with 100% accuracy, touch the correct picture in each set in response to teacher questioning about clothing appropriate for these weather conditions.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:
SOCIAL
SELF-CARE

(Pictures: Winter coat; raincoat and hat; bathing suit)
1. "Touch the picture of what you would wear in hot weather."

(Pictures: Ski jacket with hood; T-shirt and shorts; thongs)
2. "Touch the picture of what you would wear in cold weather."

(Pictures: Ice skates; raincoat and galoshes; long-sleeved shirt)
3. "Touch the picture of what you would wear in rainy weather."

19.1.1.6.4.0.2(106) Given a set of ten pictures showing sexually identifiable articles of clothing, a picture of a boy and a picture of a girl, the student will, with 100% accuracy, touch the appropriate boy/girl picture in response to teacher presentation of each clothing picture.

This objective is mastered when the student touches the correct boy/girl picture for each clothing picture below:

1. Girl's skirt
2. Boy's shoe
3. Girl's panties and bra
4. Girl's slipper
5. Girl's slip
6. Girl's bathing suit
7. Boy's suit
8. Boy's pajamas
9. Girl's dress
10. Boy's underpants

19.1.1.6.4.0.3(107) Given three sets of clothing (one set including three coats, one set including three sweaters, and one set including three pairs of shoes; two of each item belonging to classmates and one belonging to the student), the student will, with 100% accuracy, take his own clothing from each set and hand it to the teacher.

This objective is mastered when the student hands the teacher the underlined clothing in each set below:

1. Student's coat, classmate's coat, classmate's coat
2. Classmate's shoes, student's shoes, classmate's shoes
3. Classmate's sweater, classmate's sweater, student's sweater
19.1.1.6.4.0.4(108) Given three sets of three pictures (one picture in each set showing school/play clothing and two pictures in each set showing dress-up clothing), the student will, with 100% accuracy, touch the picture of school/play clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Boy in parka and slacks; boy in shirt, tie, long coat, and trousers; boy in suit with vest
2. Girl in dressy dress and fur; girl in dressy dress, hat, gloves, and heels; girl in tennis outfit
3. Boy in turtleneck, jacket, and dressy slacks; boy in T-shirt and shorts; boy in blue suit

19.1.1.6.4.0.5(109) Given three sets of three pictures (one picture in each set showing dress-up clothing, and two pictures in each set showing non dress-up clothing), the student will, with 100% accuracy, touch the picture of dress-up clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Girl in slacks, blouse, and vest; girl in halter and shorts; girl in suit, hat, and gloves
2. Boy in coat and tie and dress trousers; boy in T-shirt and cut-offs; boy in swim trunks
3. Girl in T-shirt and blue jeans; girl in dressy dress; girl in blouse and shorts

19.1.1.6.4.0.6(110) Given three sets of three pictures (one picture in each set showing work clothing and two pictures in each set showing clothing that would be inappropriate for a work situation), the student will, with 100% accuracy, touch the picture of work clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:
SOCIAL
SELF-CARE

1. Policeman clothes, man in bermuda shorts, man in swimsuit
2. Man in robe, housepainter, man in underwear
3. Man in pajamas, man in swimsuit, construction worker

19.11.6.4.0.7(111) Given three sets of three pictures, (one picture in each set showing a child dressed in appropriately sized clothing and two pictures in each set showing a child dressed in inappropriately sized clothing), the student will, with 100% accuracy, touch the picture showing the appropriately sized clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Shirt too large, shirt too small, shirt that fits
2. Dress that fits, dress too small, dress too big
3. Coat too small, coat that fits, coat too big

19.11.6.4.0.8(112) Given three sets of three pictures (one picture in each set showing a coordinated outfit and two pictures in each set showing an un-coordinated outfit), the student will, with 100% accuracy, touch the picture of the coordinated outfit in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Plain blouse and striped pants; striped blouse and plaid skirt; bathing suit and galoshes
2. Coat and tie and cut-offs; vest and trousers over winter jacket; striped shirt and plain trousers
3. Purple and green striped coat with orange and blue striped dress; shirt and tie and suit; rain hat and bathing suit
CARE OF APPAREL

19.1.1.6.5.0.1(113) Given a situation in which a student is wearing dirty shoes and is about to enter a building with a doormat at the entrance, the student will, to the satisfaction of the teacher, brush his shoes across the doormat in a back and forth movement, until all visible loose dirt is removed from the soles of his shoes.

This objective is mastered when the student:

1. Rubs shoes across mat in back and forth movement
2. Removes all visible dirt from soles of shoes

19.1.1.6.5.0.2(114) Given a full-length mirror and a situation in which the student is wearing a lower garment, an upper garment with a collar, socks, and shoes that are in disarray, the student will, to the satisfaction of the teacher, stand in front of the mirror and straighten his clothing by tucking, aligning, and straightening each garment properly on his body.

This objective is mastered when the student:

1. Stands in front of mirror
2. Straightens upper garment
3. Straightens collar
4. Aligns upper garment with lower garment
5. Tucks upper garment into lower garment (if appropriate)
6. Straightens lower garment
7. Closes all upper and lower garment fasteners (buttons, etc.)
8. Pulls up socks
9. Straightens socks
10. Fastens shoes (if necessary)

19.1.1.6.5.0.3(115) Given a clothes brush and an article of clothing with lint on it, the student will, to the satisfaction of the teacher, brush the garment by picking up the clothes brush, brushing the clothing with short downward strokes, and continuing to brush in this manner until all the lint is removed.

This objective is mastered when the student:

1. Picks up clothes brush
2. Brushes with short downward strokes
SOCIAL
SELF-CARE

3. Brushes until all lint is removed

19.1.1.6.5.0.4(116) Given a coat or jacket and a stationary hook, the student will, to the satisfaction of the teacher, place the coat or jacket on the hook right side out and collar end up.

This objective is mastered when the student:

1. Places clothing on hook
2. Collar end of clothing up
3. Clothing right side out

19.1.1.6.5.0.5(117) Given an article of clothing, a hanger, and a clothes rack, the student will, to the satisfaction of the teacher, hang up the article of clothing by picking it up, placing it on the hanger right side out, hanging the hanger on the clothes rack, and straightening and fastening the article of clothing around the hanger.

This objective is mastered when the student:

1. Picks up article of clothing
2. Places clothing on hanger
3. Clothing right side out
4. Places hanger on clothes rack
5. Straightens article of clothing on hanger
6. Fastens article of clothing around hanger

9.1.1.6.5.0.6(118) Given a closed umbrella, the student will, to the satisfaction of the teacher, safely open the umbrella, demonstrate how to hold the umbrella to protect his clothes from the rain, and safely close the umbrella.

This objective is mastered when the student:

1. Picks up umbrella
2. Releases spokes
3. Grasps umbrella handle in one hand
4. Pushes spokes out with other hand
SOCIAL SELF-CARE

5. Umbrella locked in open position
6. Umbrella opened safely
7. Holds umbrella up by handle
8. Holds umbrella over his head
9. Releases spokes from open position
10. Guides spokes to closed position with one hand
11. Holds handle with other hand
12. Secures spokes in closed position
13. Umbrella closed safely

19.1.1.6.5.0.7(119) Given a pair of unpolished shoes, a can of polish, and two clean cloths, the student will, to the satisfaction of the teacher, polish his shoes by removing the lid from the can of polish, removing a small amount of polish from the can with a soft cloth, applying the polish to the shoes, spreading the polish evenly, allowing the polish to dry, buffing the shoes to a shine with a clean cloth, and replacing the lid on the can of polish.

This objective is mastered when the student:

1. Removes lid from can of polish
2. Removes small amount of polish from can with cloth
3. Applies polish to shoe
4. Spreads polish evenly
5. Covers all areas of shoe
6. Allows polish to dry
7. Buffs shoes with clean cloth
8. Both shoes shined
9. Replaces lid on can of polish

FACIAL APPEARANCE

19.1.1.6.6.0.1(120) Given a jar of cleansing cream, a box of tissues, and a student wearing make-up, the student will, to the satisfaction of the teacher, spread cleansing cream with her fingers over the entire surface of her face and then wipe her face with tissues until all the make-up and cleansing cream have been removed.

This objective is mastered when the student:

1. Opens jar of cleansing cream
2. Spreads cleansing cream evenly over entire face
SOCIAL
SELF-CARE

3. Wipes face with tissues  5. All cleansing cream removed
4. All make-up removed  6. Replaces top on jar of cleansing cream

19.1.1.6.6.0.2(121) Given a mirror, a powder puff, a container of face powder, and a situation in which the face is ready to be powdered, the student will, to the satisfaction of the teacher, use the puff to apply the face powder to all areas of the face by placing small amounts of powder on the cheeks, chin, nose, and forehead and blending the powder to cover the face evenly.

This objective is mastered when the student:

1. Opens container of face powder  6. Applies powder to forehead
2. Lifts small amount of powder  7. Distributes powder to all areas of face using puff
   from container using puff
3. Applies powder to chin  8. Blends powder to cover face evenly
4. Applies powder to nose  9. Uses appropriate amount of powder
5. Applies powder to cheeks

10. Closes container of powder

19.1.1.6.6.0.3(122) Given a container of make-up base and a mirror, the student will, to the satisfaction of the teacher, apply the make-up base to all areas of her cleansed face by removing with the fingertips a small quantity of make-up base from the container, applying small dots of make-up to the chin, cheeks, nose, and forehead, and blending the make-up base evenly over the facial surface and the neck.

This objective is mastered when the student:

1. Opens container of make-up base  3. Applies dot(s) of make-up base to chin
2. Removes make-up base from container with fingertip  4. Applies dot(s) of make-up base to cheeks
5. Applies dot(s) of make-up base to nose
6. Applies dot(s) of make-up base to forehead

7. Blends make-up base over face using fingertips

8. Blends make-up evenly

9. Uses appropriate amount of base

10. Closes container of make-up base

19.1.16.6.0.4(123) Given a container of powdered rouge, a brush, and a mirror, the student will, to the satisfaction of the teacher, apply an appropriate amount of rouge to the upper cheek areas by stroking the powdered rouge with the brush and then evenly blending the rouge over the upper cheek areas with the brush.

This objective is mastered when the student:

1. Opens container of rouge

2. Strokes brush over powdered rouge

3. Applies rouge to upper cheek areas

4. Blends rouge over upper cheek areas with brush

5. Blends rouge evenly

6. Uses appropriate amount of rouge

7. Closes container of rouge

19.1.16.6.0.5(124) Given a tube of lipstick, a mirror, and a box of tissues, the student will, to the satisfaction of the teacher, apply an appropriate amount of lipstick to the lips by removing the cover of the lipstick, twisting the lipstick container to expose a short length, applying the lipstick from the center of the upper lip to the edges, following the natural contour of the lips, pressing the lips together, placing a tissue between the lips to blot the excess lipstick, and using a tissue to remove any smudges.

This objective is mastered when the student:

1. Removes cover from lipstick

2. Twists lipstick container tube to expose short length

3. Applies appropriate amount of lipstick from center of upper lip to edge of lip

4. Follows natural contour of lip

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SOCIAL
SELF-CARE

5. Presses upper lip against lower lip
6. Puts tissue between lips to blot excess lipstick
7. Removes any smudges with tissue
8. Replaces cover on lipstick

19.1.1.6/1.0.6(125) Given a mirror, a container of eye-shadow, a container of mascara, and an eyebrow pencil, the student will, to the satisfaction of the teacher, apply an appropriate amount of eye-shadow to the eyelid, mascara to the upper lashes, and eyebrow pencil to the eyebrows.

This objective is mastered when the student:

1. Opens container of eye-shadow
2. Removes eye-shadow from container
3. Applies eye-shadow to eyelid
4. Smooths eye-shadow over eyelid
5. Applies appropriate amount of eye-shadow
6. Does not smudge eye-shadow
7. Replaces eye-shadow cover
8. Opens container of mascara
9. Removes brush from mascara container
10. Applies mascara to eyelashes with upward movement
11. Applies appropriate amount of mascara
12. Does not smudge mascara
13. Replaces mascara cover
14. Removes cover from eyebrow pencil
15. Applies eyebrow pencil with short upward strokes
16. Applies eyebrow pencil evenly
17. Applies appropriate amount of eyebrow pencil
18. Does not smudge eyebrow pencil
19. Replaces cover on eyebrow pencil

SKIN CARE

19.1.7.6/0.1(126) Given a bottle of skin lotion, the student will, to the satisfaction of the teacher, open the bottle of lotion, pour a small amount
of lotion into his hand without spilling or soiling his clothing, rub the lotion onto the appropriate areas of his skin until it is no longer visible, and replace the cap on the bottle.

This objective is mastered when the student:

1. Opens bottle of skin lotion
2. Pours small amount of lotion into hand
3. Does not spill lotion
4. Puts bottle of lotion down
5. Rubs lotion onto appropriate skin area(s)
6. Rubs until all lotion is no longer visible
7. Applies appropriate amount of lotion to skin area(s)
8. Replaces cap on bottle of lotion
9. Does not soil clothing

19.1.1.6.7.0.2(127) Given an electric razor with a cord and a mirror, the male student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor, shave his beard using short up and down strokes until his face is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

1. Takes razor from case
2. Attaches cord to razor
3. Plugs cord into wall outlet
4. Turns on razor
5. Applies razor to facial area
6. Moves razor in short up and down strokes to remove hair
7. Skin is smooth to touch
8. Turns off razor
9. Unplugs razor
10. Cleans razor
11. Returns razor to case

19.1.1.6.7.0.3(128) Given an electric razor with a cord, the female student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor,
SOCIAL
SELF-CARE

Shave the hair from her legs and underarms, using up and down motions until the hair is removed and the skin is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

1. Takes razor from case
2. Attaches cord to razor
3. Plugs cord into wall outlet
4. Turns on razor
5. Applies razor to leg area
6. Uses up and down motion
7. Skin is smooth to touch

19.1.1.6.7.0.4(129) Given a mirror, a washcloth, a towel, a safety razor (with a blade ready for shaving), shaving cream, and a sink, the student will, to the satisfaction of the teacher, put water on his skin, apply an appropriate amount of lather to his fingertips, distribute the lather over the area to be shaved, pick up the razor, shave the skin area until it is smooth, rinse the razor, rinse the shaved area with the washcloth, and dry his skin with the towel.

This objective is mastered when the student:

1. Turns on water
2. Puts water on skin
3. Opens can of shaving cream
4. Applies appropriate amount of lather to fingertips
5. Distributes lather over area to be shaved
6. Picks up razor
7. Shaves skin area with razor (downward movement)
8. Skin smooth
9. Rinses razor
10. Rinses shaved area using washcloth
11. Turns off water
12. Dries shaved area with towel
13. Replaces top on can of shaving cream
SOCIAL COMPETENCY
PERSONAL DEVELOPMENT
SELF KNOWLEDGE

PHYSICAL INFORMATION

19.1.2.1.1.0.1(130)  Given a set of five front view photographs (four photographs of classmates and one of himself), the student will, with 100% accuracy, touch the picture of himself.

This objective is mastered when the student touches the underlined picture in the set below:

1. Picture of classmate, picture of self, picture of classmate, picture of classmate, picture of classmate

19.1.2.1.1.0.2(131)  Given two pictures, one of a boy and one of a girl, the student will, with 100% accuracy, touch the picture which shows the person of the same sex as himself.

This objective is mastered when the student:

1. Touches picture of person of same sex as self

19.1.2.1.1.0.3(132)  Given three boy classmates and three girl classmates, the student will, with 100% accuracy, touch all of the boys when requested to do so by the teacher and touch all of the girls when requested to do so by the teacher.

This objective is mastered when the student:

1. Touches 1 boy
2. Touches 2 boys
3. Touches 3 boys
4. Touches 1 girl
5. Touches 2 girls
6. Touches 3 girls

19.1.2.1.1.0.4(133)  Given two sets of five pictures (some pictures showing men and some showing women), the student will, with 100% accuracy, touch
SOCIAL PERSONAL DEVELOPMENT

1. Touch all of the pictures which show a man.
   man man woman man woman

2. Touch all of the pictures which show a woman.
   man woman man woman woman

PERSONAL INFORMATION

19.1.2.1.2.0.1(134) Given a request by the teacher to state his first and last name, the student will, with 100% accuracy, state his first and last name.

   This objective is mastered when the student:
   1. States first name ___, 2. States last name ___

19.1.2.1.2.0.2(135) Given a request by the teacher to state his age, the student will, with 100% accuracy, state his present age.

   This objective is mastered when the student:
   1. States present age ___

19.1.2.1.2.0.3(136) Given a request by the teacher to state his birthday, the student will, with 100% accuracy, state his birthday.

   This objective is mastered when the student:
   1. States month of birth ___, 2. States day of birth ___
19.1.2.1.2.0.4(137) Given a request by the teacher to state his home address, the student will, with 100% accuracy, state his home address.

This objective is mastered when the student:
1. States number of house  2. States street

19.1.2.1.2.0.5(138) Given a request by the teacher to state his telephone number, the student will, with 100% accuracy, state his telephone number.

This objective is mastered when the student:
1. States first three numbers  2. States last four numbers  3. Order correct

19.1.2.1.2.0.6(139) Given five identification cards (an insurance card, a social security card, a credit card, a selective service card, and a club card), the student will, with 100% accuracy, touch the social security card when requested by the teacher.

This objective is mastered when the student touches the underlined card in the set below:
1. Insurance card, social security card, credit card, selective service card, club card
ATTENDING

19.1.2.2.1.0.1(140) Given several school work and play situations in which the student is working at a task by himself (individual work), the student will attend visually by establishing and maintaining visual contact with his task at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

| Nearly all the time | More than 50% of the time | Less than 50% of the time |

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli
2. Attends to appropriate auditory stimuli
3. Does not daydream
4. Does not self-stimulate

19.1.2.2.1.0.2(141) Given several school work and play situations in which the student is working at a task with or in a group, the student will attend visually by establishing and maintaining visual contact with a task related activity at a level or more than 50% of the time or higher as determined by teacher rating on the following scale:

| Nearly all the time | More than 50% of the time | Less than 50% of the time |

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli
2. Attends to appropriate auditory stimuli
3. Does not daydream
4. Does not self-stimulate
19.1.2.2.0.1(142) Given several school work and play situations in which movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ______ More than 50% of the time ______ Less than 50% of the time ______

The following checklist may be helpful in identifying appropriate movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Remains in seat unless given permission ______
2. Does not wander off when out of seat with permission ______
3. Does not wander off outdoors ______
4. Does not rock back and forth ______
5. Does not move furniture ______
6. Does not suck fingers ______
7. Does not pound ______
8. Does not tap pencil, etc. ______
9. Does not take off clothes ______
10. Does not clap inappropriately ______

RELATING TO OTHERS - PHYSICALLY

19.1.2.2.3.0.1(143) Given several school work and play situations in which physical interaction among class members is appropriate, the student will interact physically in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ______ More than 50% of the time ______ Less than 50% of the time ______

The following checklist may be helpful in identifying appropriate physical interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.
SOCIAL PERSONAL DEVELOPMENT

1. Does not withdraw ______ 7. Does not throw objects ______
2. Does not hit ______ 8. Does not spit ______
3. Does not kick ______ 9. Does not bite ______
4. Does not pull ______ 10. Does not frown ______
5. Does not push ______ 11. Does not make obscene gestures ______
6. Does not hold ______ 12. Does not stick out tongue ______

APPROPRIATE SEXUAL BEHAVIOR

19.1.2.2.4.0.1(144) Given several school situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ______ More than 50% of the time ______

Less than 50% of the time ______

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

1. Does not fondle same-sexed classmates ______
2. Does not fondle opposite-sexed classmates ______
3. Does not masturbate ______
4. Does not expose self ______
5. Does not hug classmates ______
6. Does not hug teacher ______
7. Does not kiss classmates ______
8. Does not kiss teacher ______

19.1.2.2.4.0.2(145) Given several social situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:
SOCIAL
PERSONAL/DEVELOPMENT

Nearly all the time ___  More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

1. Does not fondle members of same sex ___
2. Does not fondle members of opposite sex ___
3. Does not masturbate ___
4. Does not expose self ___

RELATING TO OTHERS - VERBALLY

19.1.2.2.5.0.1(146) Given several school work and play situations in which verbal interaction among class members is appropriate, the student will interact verbally in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___  More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Apologizes when appropriate ___
2. Does not swear ___
3. Does not scream (loud, disruptive) ___
4. Does not whine ___
5. Does not make strange noises ___
6. Does not babble ___
7. Does not make "out of the blue" comments ___
8. Does not repeat another's words (parrot) ___
9. Does not tease verbally (e.g., "your mama") ___
10. Does not ridicule ___
11. Does not refuse verbally (e.g., "I ain't gonna do it.") ___
SOCIAL PERSONAL DEVELOPMENT

12. Does not verbally express negative feelings (e.g., "I don't like you.")

13. Does not lie

RULE FOLLOWING

19.1.2.2.6.0.1(147) Given several school work and play situations in which explicit rules are to be obeyed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

INDEPENDENCE

19.1.2.2.7.0.1(148) Given several school work and play situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not need redirection
2. Does not need reassurance
3. Does not constantly ask for help
4. Does not demand excessive teacher time
COOPERATION

19.1.2.2.8.0.1(149) Given several school work and play situations, the student will demonstrate cooperative behavior with his class members at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time __ More than 50% of the time __

Less than 50% of the time __

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not withdraw
2. Is not passive
3. Is not resistive
4. Is not verbally negative
5. Is not physically negative

USE OF PROPERTY

19.1.2.9.0.1(150) Given several school work and play situations in which the student is using communal property, public property, or the property of another, the student will demonstrate respect and care for that property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time __ More than 50% of the time __

Less than 50% of the time __

The following checklist may be helpful in identifying appropriate property use behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission to use property
2. Does not litter
3. Does not steal
4. Does not hide property
5. Does not damage property
19.1.2.3.1.0.1(151) Given a teacher demonstration of waving, the student will, to the satisfaction of the teacher, wave his hand.

This objective is mastered when the student:
1. Waves hand

19.1.2.3.1.0.2(15a) Given a teacher demonstration of clapping, the student will, to the satisfaction of the teacher, clap his hands.

This objective is mastered when the student:
1. Brings two hands together
2. Makes clapping sound with hands

19.1.2.3.1.0.3(153) Given a teacher demonstration of shaking hands, the student will, to the satisfaction of the teacher, shake hands with the teacher.

This objective is mastered when the student:
1. Extends hand toward hand of teacher
2. Grasps hand of teacher firmly, but not too hard
3. Moves hands in up and down motion
4. Releases hand after appropriate amount of time

19.1.2.3.1.0.4(154) Given three sets of five pictures showing socially appropriate and inappropriate behavior and teacher designation of a social situation, the student will, with 100% accuracy, touch the one picture of appropriate behavior in each set.
### SOCIAL PERSONAL DEVELOPMENT

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Kiss, shake hands, hold hands, jump)
1. "Touch the picture which shows what you do when you are introduced to a stranger."

(Pictures: Hold hands, clap, thumb nose, wave, scratch)
2. "Touch the picture which shows what you do when you say goodbye to visitors at your house."

(Pictures: Jump, clap, hug, kiss, tickle)
3. "Touch the picture which shows what you do when a program is over."

### VERBAL

19.1.2.3.0.1(155) Given situations in which it is appropriate for a student to use the polite words and phrases, "please", "thank you", "excuse me", the student will use these polite words and phrases at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>APPROPRIATE</th>
<th>APPROPRIATE</th>
<th>APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>MANNER</td>
<td>FREQUENCY</td>
</tr>
</tbody>
</table>

1. Uses "please"

2. Uses "thank you" ("thanks")

3. Uses "excuse me" ("sorry", "pardon me")

19.1.2.3.0.2(156) Given situations in which it is appropriate for a student to use greeting words, the student will use greeting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:
SOCIAL PERSONAL DEVELOPMENT

1. Uses greetings (e.g., "hello", "good morning", "hi", "good afternoon", "How are you?")

19.1.2.3.2.0.3(157) Given situations in which it is appropriate for a student to use parting words, the student will use parting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

1. Uses parting words (e.g., "goodbye", "so long", "See you later.", etc.)
SOCIAL
PERSONAL DEVELOPMENT

LEISURE TIME

USE OF MEDIA

19.1.2.4.1.0.1(158) Given a television set, the student will, to the satisfaction of the teacher, turn the television on, adjust the volume, change the channels, and turn the television off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:

"Turn on the television."
1. Turns on television

"Turn the television up."
2. Adjusts volume to acceptable level for environment

"Turn to another channel."
3. Turns television to another channel (any channel that can be received is acceptable)
4. Turns dial slowly

"Turn to channel _____" 
5. Turns television to channel _____ (Fill in blank with specific channel number such as 4 or 12)

"Turn the television down."
6. Turns volume down

"Turn the television off."
7. Turns off television
8. When performing above tasks student does not tamper with other television set dials

19.1.2.4.1.0.2(159) Given a radio, the student will, to the satisfaction of the teacher, turn the radio on, select a station, turn the selector knob until the program comes in clearly, adjust the volume to a desirable level, and turn the radio off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:
SOCIAL
PERSONAL DEVELOPMENT

"Turn the radio on."
1. Turns on radio

"Turn the radio to a station."
2. Selects station
3. Turns selector knob slowly
4. Program comes in clearly

"Turn the radio up."
5. Adjusts volume to acceptable level for environment

"Turn the radio down."
6. Turns volume down

"Turn the radio off."
7. Turns off radio
8. When performing above tasks student does not tamper with other dials and switches on radio

19.1.2.4.1.0.3(160) Given a record player and a record, the student will, to the satisfaction of the teacher, plug in and uncover the record player, place the record on the spindle, turn on the machine, place the needle at the beginning of the record, adjust the volume, play the record, remove the needle from the record, take the record off, and turn off the record player.

This objective is mastered when the student:

1. Plugs in record player
2. Uncovers record player
3. Turns on power
4. Places record on spindle
5. Places needle at beginning of record
6. Adjusts volume to acceptable level for environment
7. Removes needle from record after record has been played
8. Takes record off
9. Turns off record player
10. Handles only outside edge or label of record
11. Does not scratch or damage record
19.1.2.4.1.0.4(161) Given a cassette cartridge and a tape recorder, the student will, to the satisfaction of the teacher, insert the cartridge, turn on the tape recorder, engage the "play" switch, adjust the volume, stop and rewind the tape, eject the tape cartridge from the tape recorder, and turn off the machine.

This objective is mastered when the student:

1. Inserts cartridge properly
2. Turns on recorder
3. Pushes play button
4. Adjusts volume to acceptable level
5. Plays tape to end of recording
6. Pushes stop button
7. Pushes rewind button
8. Rewinds tape to starting point
9. Pushes eject button
10. Removes tape from player
11. Turns off tape recorder

19.1.2.4.1.0.5(162) Given an instamatic camera and a 12-exposure cartridge of film, the student will, to the satisfaction of the teacher, put the film cartridge in the camera, move the film forward to #1, focus the camera on a person or object, snap the picture, and turn the film to the next picture.

This objective is mastered when the student:

1. Pushes release button
2. Opens back of camera
3. Puts film cartridge in proper place
4. Closes back of camera
5. Moves film forward to #1
6. Focuses camera on subject
7. Snaps picture
8. Turns film to next picture

MUSIC

19.1.2.4.2.0.1(163) Given a situation in which a group of students are being directed to sing a simple song, the student will, to the satisfaction of the teacher, sing the song with the group.
SOCIAL
PERSONAL DEVELOPMENT

This objective is mastered when the student:

1. Begins singing with group.
2. Sings in time with group.
3. Sings entire song with group.
4. Ends song with group.

19.1.2.4.2.0.2(164) Given a pair of rhythm sticks, a record player, and a record of marching music 30 seconds long, the student will, to the satisfaction of the teacher, tap the sticks together in time with the beat of the music.

This objective is mastered when the student:

1. Begins tapping with sticks at beginning of record.
2. Taps in rhythm with music.
3. Taps through entire song.
4. Ends tapping with record.

DANCING

19.1.2.4.3.0.1(165) Given a record, record player, and a situation in which the student is asked to slow dance with a partner, the student will, to the satisfaction of the teacher, dance slowly by leading or following his/her partner using a slow dance step until the dance is completed.

This objective is mastered when the student:

1. Dances slowly.
2. Leads or follows his/her partner.
3. Uses slow dance step.
4. Does not step on partner's feet.
5. Dances with partner until dance is completed.

19.1.2.4.3.0.2(166) Given a record, record player, and a situation in which the student is asked to dance in a group, the student will, to the satisfaction of the teacher, dance in the group by following the sequence of the steps in the dance and staying within the group until the dance is completed.
SOCIAL PERSONAL DEVELOPMENT

This objective is mastered when the student:

1. Follows sequence of dance steps
2. Stays within group until dance is completed
3. Does not disrupt group during dance
4. Dances until dance is completed

TABLE GAMES

19.1.2.4.4.0.1(167) Given a table and a board game for two or more players, the student will, to the satisfaction of the teacher, help prepare the game for play, play the game according to the rules to the termination of the game, and help store the game properly upon completion of play.

This objective is mastered when the student:

1. Helps prepare game for play (if necessary)
2. Plays according to rules
3. Plays to termination of game
4. Helps store game properly
5. Does not damage game
6. Does not lose pieces of game

19.1.2.4.4.0.2(168) Given a table and a playing card game for two or more players, the student will, to the satisfaction of the teacher, help prepare the cards, play the game according to the rules to the termination of the game, and help store the cards properly upon completion of play.

This objective is mastered when the student:

1. Helps prepare game for play (if necessary)
2. Plays according to rules
3. Plays to termination of game
4. Helps store game properly
5. Does not damage cards
6. Does not lose cards
SOCIAL
PERSONAL DEVELOPMENT

19.1.2.4.4.0.3(169) Given two ping-pong paddles, a ping-pong ball, and a ping-pong table with a net stretched across the middle, the student will, to the satisfaction of the teacher, play ping-pong by serving the ball over the net, volleying the ball back and forth across the net, and playing by the accepted rules of the game for the duration of a seven-point game.

This objective is mastered when the student:

1. Holds ping-pong paddle correctly
2. Serves ball across net
3. Volleys ball back and forth across net once
4. Remains on appropriate side of table
5. Alternates serve
6. Plays according to rules for duration of seven-point game
7. Plays for duration of seven-point game

19.1.2.4.4.0.4(170) Given a pool table, 16 playing balls, and a cue stick, the student will, to the satisfaction of the teacher, play pool according to the accepted rules for the duration of one game, by hitting the cue ball with the correct end of the cue stick so that the cue ball strikes the other playing balls.

This objective is mastered when the student:

1. Holds cue stick correctly
2. Hits cue ball with correct tip of cue stick
3. Hits cue ball so that it strikes playing balls
4. Plays according to rules of game
5. Plays for duration of one game
6. Does not damage equipment
19.2.1.1.1.01 Given four objects (one rough, one smooth, one soft, one hard), presented in four pairs, the student will touch both objects in each pair and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student hands the teacher the underlined object from each pair in response to the teacher's request for that pair:

(Stimuli: Coarse sandpaper and felt)
1. "Touch these two things. Give me the one that is rough."  

(Stimuli: Smooth poster board and ceramic tile)
2. "Touch these two things. Give me the one that is hard."  

(Stimuli: Coarse sandpaper and smooth poster board)
3. "Touch these two things. Give me the one that is smooth."  

(Stimuli: Ceramic tile and felt)
4. "Touch these two things. Give me the one that is soft."  

19.2.1.1.0.2 Given three cups of water (one hot, one cold, one warm), the student will touch the water in each cup and then, with 100% accuracy, give the teacher the cup requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the one that is hot."  
   (Return cup to table)  

2. "Give me the one that is cold."  
   (Return cup to table)  

3. "Give me the one that is warm."
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.1.0.3(173) Given three cloths (one wet, one dry, one oily), the student will touch each cloth and then, with 100% accuracy, give the teacher the cloth requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the cloth that is wet." (Return cloth to table)

2. "Give me the cloth that is dry." (Return cloth to table)

3. "Give me the cloth that is oily." 

19.2.1.1.0.4(174) Given a bag and six items (one blunt, one pointed, one rounded, one square, one thick, one thin), presented in six pairs, the student will touch each pair of objects placed in the bag and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Blunt pencil and sharp pencil)
1. "Touch the two objects without looking. Take out the one that is blunt."

(Stimuli: Ball and block)
2. "Touch the two objects without looking. Take out the one that is round."

(Stimuli: Thick book and thin book)
3. "Touch the two objects without looking. Take out the one that is thin."

(Stimuli: Blunt pencil and sharp pencil)
4. "Touch the two objects without looking. Take out the one that is sharp."

(Stimuli: Ball and block)
5. "Touch the two objects without looking. Take out the one that is square."
OD,
BASICS SKILLS
SENSORY MOTOR SKILLS

(Stimuli: Thick book and thin book)
6. "Touch the two objects without looking. Take out the one that is thick."

GUSTATORY

19.2.1.1.2.0.1(175) Given a candy bar, a lemon, a saltine, and coffee presented in four pairs, the student will taste the food items in each pair and then, with 100% accuracy, touch the food requested from each pair.

This objective is mastered when the student touches the underlined food in each pair in response to the teacher request for that pair:

(Stimuli: Candy bar and lemon)
1. "Touch the one that is sweet."

(Stimuli: Candy bar and coffee)
2. "Touch the one that is bitter."

(Stimuli: Saltine and lemon)
3. "Touch the one that is salty."

(Stimuli: Coffee and lemon)
4. "Touch the one that is sour."

OLFACTORY

19.2.1.1.3.0.1(176) Given a container of spoiled milk, a container of fresh milk, a piece of spoiled meat, and a piece of fresh meat, the student will smell each food item and then, with 100% accuracy, give the teacher each of the spoiled items.

This objective is mastered when the student hands the teacher the underlined foods in the set below:

1. Container of fresh milk, piece of spoiled meat, container of spoiled milk, piece of fresh meat
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.0.2(177) Given a blindfold, three objects, and three pictures showing each of the objects as it is burned, the student will smell each object burning while he is blindfolded and then, with 100% accuracy, touch the picture depicting each burning object after the blindfold is removed.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus: Burning meat)
1. Burning wood splinter, burning meat, burning wool

(Stimulus: Burning wool)
2. Burning wood splinter, burning meat, burning wool

(Stimulus: Burning wooden splinter)
3. Burning wood splinter, burning meat, burning wool

19.2.1.3.0.3(178) Given five identical opaque containers of liquid (one with lemon juice, one with water, one with perfume, one with vinegar, and one with a petroleum distillate), presented in three sets of three, the student will smell the liquids in each set and then, with 100% accuracy, touch the container in each set requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Water, vinegar; perfume)
1. "Touch the container that smells like perfume."

(Stimuli: Perfume, petroleum distillate, water)
2. "Touch the container that smells like gas."

(Stimuli: Lemon juice, water, vinegar)
3. "Touch the container that smells like a lemon."
BODY IMAGE

19.2.1.2.1.0.1(179) Given an obstacle course with seven obstacles of different sizes and shapes, a starting point, and a stopping point, the student will, to the satisfaction of the teacher, walk from the starting point through the obstacle course to the stopping point without touching any of the obstacles.

This objective is mastered when the student:

1. Starts at starting point
2. Does not touch first obstacle
3. Does not touch second obstacle
4. Does not touch third obstacle
5. Does not touch fourth obstacle
6. Does not touch fifth obstacle
7. Does not touch sixth obstacle
8. Does not touch seventh obstacle
9. Walks through entire obstacle course

19.2.1.2.1.0.2(180) Give a hollow cylinder and an empty box, the student will, with 100% accuracy, either go through or around either the cylinder or the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Go through the cylinder."
2. "Go around the box."
3. "Go through the box."
4. "Go around the cylinder."
BASIC SKILLS
SENSORY MOTOR SKILLS

BODY PARTS

19.2.1.2.0.1(181) Given a request by the teacher, the student will, with 100% accuracy, touch either his head, arm, leg, stomach, hand, or his foot, in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your head." ____________________________
2. "Touch your arm." ____________________________
3. "Touch your leg." ____________________________
4. "Touch your stomach." _________________________
5. "Touch your hand." __________________________
6. "Touch your foot." __________________________

19.2.1.2.0.2(182) Given a request by the teacher, the student will, with 100% accuracy, touch either his eye, ear, nose, mouth, hair, finger, toe, or his teeth in response to each of eight directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your eye." ____________________________
2. "Touch your ear." ____________________________
3. "Touch your nose." __________________________
4. "Touch your mouth." _________________________
5. "Touch your hair." __________________________
6. "Touch your finger." _________________________
7. "Touch your toe." __________________________
8. "Touch your teeth." _________________________

19.2.1.2.0.3(183) Given a request by the teacher, the student will, with 100% accuracy, name the head, arm, leg, hand, foot, stomach, eye, ear, nose, mouth, hair, finger, toe, and teeth when the teacher touches each of these body parts.

This objective is mastered when the student:
Given a request by the teacher, the student will, with 100% accuracy, touch either his ankle, eyebrow, neck, wrist, hip, knee, waist, armpit, earlobe, eyelash, fingernail, or his toenail, in response to each of twelve directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your eyebrow."
2. "Touch your neck."
3. "Touch your wrist."
4. "Touch your ankle."
5. "Touch your hip."
6. "Touch your knee."
7. "Touch your waist."
8. "Touch your armpit."
9. "Touch your earlobe."
10. "Touch your eyelash."
11. "Touch your fingernail."
12. "Touch your toenail."

Given five pairs of pictures (one picture in each pair showing an up movement or position and one picture in each pair showing a down movement or position), the student will, with 100% accuracy, touch the picture illustrating the up movement or position or the picture illustrating the down movement or position requested from each pair.
BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hand held up, boy with hand held down)
1. "Touch the picture of the boy with his hand up."

(Pictures: Girl climbing up slide stairs, girl climbing down slide stairs)
2. "Touch the picture of the girl going down the stairs."

(Pictures: Child with kite up in the air, child with kite down on the ground)
3. "Touch the picture of the kite up in the air."

(Pictures: Airplane with nose tilted up, airplane with nose tilted down)
4. "Touch the picture of the airplane going down."

(Pictures: Arrow pointing up, arrow pointing down)
5. "Touch the picture of the arrow pointing up."

19.2.1.2.3.0.2(186) Given five pairs of pictures (one picture in each pair showing a back view and one picture in each pair showing a front view), the student will, with 100% accuracy, touch the picture illustrating the back view or the picture illustrating the front view requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Front of car, back of car)
1. "Touch the picture of the front of the car."

(Pictures: Front of man, back of man)
2. "Touch the picture of the back of the man."

(Pictures: Front of shirt, back of shirt)
3. "Touch the picture of the front of the shirt."

(Pictures: Front of elephant, back of elephant)
4. "Touch the picture of the front of the elephant."

(Pictures: Front of T.V., back of T.V.)
5. "Touch the picture of the back of the T.V."
19.2.1.2.3.0.3(187) Given five pairs of pictures (one picture in each pair depicting the concept "top" and one picture in each pair depicting the concept "bottom"), the student will, with 100% accuracy, touch the picture illustrating "top" or the picture illustrating "bottom" requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man at top of mountain, man at bottom of mountain)
1. "Touch the picture of the man at the top of the mountain."

(Pictures: Man at bottom of ladder, man at top of ladder)
2. "Touch the picture of the man at the bottom of the ladder."

(Pictures: Man at top of building, man at bottom of building)
3. "Touch the picture of the man at the bottom of the building."

(Pictures: Child at top of slide, child at bottom of slide)
4. "Touch the picture of the child at the top of the slide."

(Pictures: Top of foot, bottom of foot)
5. "Touch the picture of the bottom of the foot."

19.2.1.2.3.0.4(188) Given five pairs of pictures (one picture in each pair showing an above position and one picture in each pair showing a below position), the student will, with 100% accuracy, touch the picture illustrating the above position or the picture illustrating the below position requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hands above head, boy with hands at side)
1. "Touch the picture of the boy with his hands above his head."

(Pictures: Cup is above saucer, cup is below saucer)
2. "Touch the picture in which the cup is below the saucer."

(Pictures: Bird above airplane, bird below airplane)
3. "Touch the picture in which the bird is below the airplane."

(Pictures: Kite above tree, kite below tree)
4. "Touch the picture in which the kite is above the tree."
BASIC SKILLS
SENSORY MOTOR SKILLS

(Pictures: Girl skipping rope [rope above girl], girl skipping rope [rope below girl])

5. "Touch the picture in which the rope is above the girl."

19.2.1.2.3.0.5(189) Given six objects (three of which can be gone over and three of which can be gone under), the student will, with 100% accuracy, either go over or under a specified object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Walk over the ball." (Ball on ground) ___
2. "Walk under the slide." ___
3. "Walk over the hurdle." (Low hurdle) ___
4. "Walk over the bat." (Bat on ground) ___
5. "Walk under the parallel bars." ___
6. "Walk under the ladder." ___

19.2.1.2.3.0.6(190) Given a box, a pencil, a ruler, a block, a book, and a crayon, the student will, with 100% accuracy, place each object either inside or outside the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Put the pencil inside the box." ___
2. "Put the book outside the box." ___
3. "Put the ruler inside the box." ___
4. "Put the crayon outside the box." ___
5. "Put the block outside the box." ___

19.6
19.2.1.2.3.0.7(191) Given a high shelf containing a ball, a block, and a book, and a low shelf containing a ball, a block, and a book, the student will, with 100% accuracy, touch the correct high or low object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the ball that is high." ___
2. "Touch the book that is low." ___
3. "Touch the ball that is low." ___
4. "Touch the block that is high." ___
5. "Touch the book that is high." ___
6. "Touch the block that is low." ___

19.2.1.2.3.0.8(192) Given a picture of a line of students and a picture of a train, the student will, with 100% accuracy, touch the beginning or end of the objects pictured when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the student standing at the end of the line." ___
2. "Touch the beginning of the train." ___
3. "Touch the student at the beginning of the line." ___
4. "Touch the end of the train." ___

19.2.1.2.3.0.9(193) Given a table and a chair, the student will, with 100% accuracy, place a part of his body either in front of or behind another part of his body or an object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:
BASIC SKILLS
   SENSORY MOTOR SKILLS

1. "Put your hands in front of your face."

2. "Put your hands behind your back."

3. "Stand behind the chair."

4. "Stand in front of the table."

5. "Put your hands behind your neck."

19.2.1.2.3.0.10(194) Given a chair, a table, a door, a fellow student, and a book, the student will, with 100% accuracy, stand either beside or next to each when requested by the teacher.

   This objective is mastered when the student responds correctly to each of the requests below:

   1. "Stand next to the chair."

   2. "Stand beside the book."

   3. "Stand beside ______ (fellow student's name)."

   4. "Stand next to the door."

   5. "Stand beside the table."

19.2.1.2.3.0.11(195) Given three pairs of objects (two books, two pencils, two crayons) and a table, the student will, with 100% accuracy, touch the object in each pair which is near or the object which is far when requested by the teacher.

   This objective is mastered when the student responds correctly to each of the requests below:

   1. "Touch the book which is far."

   2. "Touch the pencil which is far."

   3. "Touch the crayon which is near."
Given a request by the teacher, the student will, with 100% accuracy, move or touch a right or left part of his body or move to the right or left in response to each of five directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Hold up your right hand."  
2. "Touch your left foot."  
3. "Raise your right foot."  
4. "Take one step to the left."  
5. "Raise your left hand."
BASIC SKILLS
SENSORY MOTOR SKILLS

MOTOR COORDINATION SKILLS

STATIONARY MOVEMENT

19.2.1.3.1.0.1(197) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper bending behavior by bending at the elbow, at the waist, and at the knee, after each bend is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Bend one arm 90° at the elbow.)
1. "Bend your arm just as I did."

(Bend forward 90° at waist.)
2. "Bend your waist just as I did."

(Sit on floor. Bend knee drawing foot up even with other knee.)
3. "Bend your knee just as I did."

19.2.1.3.1.0.2(198) Given a chair and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper reaching behavior by reaching for a chair with both of his arms and with his leg after each reach is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Reach for a chair with both arms.)
1. "Reach for the chair with your arms just as I did."

(Reach for a chair with one leg.)
2. "Reach for the chair with your leg just as I did."

19.2.1.3.1.0.3(199) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper crouching behavior by assuming a kneeling position with both hands on the ground in front of him.
BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student:

1. Bends at knees
2. Places both knees on ground
3. Assumes kneeling position
4. Places both hands on ground in front of him
5. Crouches properly

19.2.1.3.1.0.4(200) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper kneeling behavior by bending at the knees and, with his knees touching the ground, maintaining an otherwise erect posture.

This objective is mastered when the student:

1. Bends at knees
2. Both knees rest on ground (floor)
3. Maintains erect posture (except for bent knees)
4. Kneels properly

19.2.1.3.1.0.5(201) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper squatting behavior by bending at the knees while keeping the knees from touching the ground and maintaining an otherwise erect posture.

This objective is mastered when the student:

1. Bends at knees
2. Keeps knees from touching ground
3. Maintains erect posture (except for bent knees)
4. Squats properly

19.2.1.3.1.0.6(202) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper twisting behavior by twisting his arm, his legs, and his waist after each twist is demonstrated by the teacher.
BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student responds correctly to each of the requests below:

(Extend one arm parallel with floor. Twist the arm around the long axis of the bone.)
1. "Twist your arm just as I did." 

(Sit down. Extend one leg. Twist the leg around the long axis of the bone.)
2. "Twist your leg just as I did." 

(Twist your body around at the waist.)
3. "Twist your waist just as I did." 

19.2.1.3.1.0.7(203) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper rotating behavior by rotating both arms, his head, and his waist around the appropriate axis after each rotation is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Extend arms forward, parallel to the ground. Rotate both arms in small circles.)
1. "Move your arms just as I did." 

(Move your head in a circular pattern.)
2. "Move your head just as I did." 

(Place your hands on your hips. Rotate in a circle at the waist without moving your legs.)
3. "Move your body just as I did." 

19.2.1.3.1.0.8(204) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper swinging behavior by swinging his arms and his legs in a rhythmic manner after each swing is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:
BASIC SKILLS
SENSORY MOTOR SKILLS

(Extend arms slightly at side. Swing arms back and forth.)
1. "Swing your arms just as I did." ___

(Swing either leg back and forth from the waist.)
2. "Swing your leg just as I did." ___

LOCOMOTION

19.2.1.3.2.0.1(205) Given a request and a demonstration, the student will, to the satisfaction of the teacher, crawl forward correctly for a distance of ten feet.

This objective is mastered when the student:

1. Gets down on hands and knees ___
2. Moves left arm and leg forward together ___
3. Moves right arm and leg forward together ___
4. Alternates sides of arm and leg movements ___
5. Crawls five feet ___
6. Crawls ten feet ___

19.2.1.3.2.0.2(206) Given a request and a demonstration, the student will, to the satisfaction of the teacher, walk correctly for a distance of ten yards.

This objective is mastered when the student:

1. Hangs hands at side ___
2. Swings arms in opposition to legs ___
3. Points toes straight ahead ___
4. Swings legs from hips ___
5. Lands on heels of feet ___
6. Pushes off with toes ___
7. Holds body straight ___
8. Walks correctly for five yards ___
9. Walks correctly for ten yards ___
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.3(207) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run correctly for a distance of ten yards.

This objective is mastered when the student:

1. Inclines body forward
2. Alternates feet rhythmically
3. Pushes off on rear foot
4. Lands on ball of front feet
5. Swings arms in opposition to legs
6. Points toes ahead
7. Runs correctly for five yards
8. Runs correctly for ten yards

19.2.1.3.2.0.4(208) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly leap over an obstacle six inches high.

This objective is mastered when the student:

1. Runs toward obstacle
2. Increases height of knee lift to clear obstacle
3. Leaps completely over obstacle
4. Does not break stride

19.2.1.3.2.0.5(209) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump over an obstacle six inches high.

This objective is mastered when the student:

1. Jumps from stationary standing position
2. Jumps from crouched position
3. Thrusts legs to propel body
4. Swings arms forward at same time as legs are thrust
5. Clears obstacle
6. Makes balanced landing
19.2.1.3.2.0.6(210) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump down from a six-inch elevation. This objective is mastered when the student:

1. Thrusts with legs
2. Swings arms forward
3. Lands evenly on both feet
4. Bends knees slightly on landing

19.2.1.3.2.0.7(211) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump up to a six-inch elevation. This objective is mastered when the student:

1. Begins from stationary position
2. Swings arms forward
3. Thrusts legs down
4. Lands on top of 6" elevation
5. Makes balanced landing

19.2.1.3.2.0.8(212) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on one foot correctly for ten seconds. This objective is mastered when the student:

1. Hops on one foot
2. Flexes knee of hopping leg
3. Makes balanced landings
4. Does not move around on floor (stays in place)
5. Hops for five seconds
6. Hops for ten seconds

19.2.1.3.2.0.9(213) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on one foot correctly for a distance of ten feet.
BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student:

1. Hops on one foot
2. Flexes knee of hopping leg
3. Makes balanced landings
4. Hops five feet
5. Hops ten feet

19.2.1.3.2.0.10(214) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on alternate feet correctly for ten seconds.

This objective is mastered when the student:

1. Hops on one foot
2. Hops on other foot
3. Alternates hopping leg
4. Flexes knee of hopping leg
5. Makes balanced landings
6. Does not move around on floor (stays in place)
7. Repeats numbers 1-6 for five seconds
8. Repeats numbers 1-6 for ten seconds

19.2.1.3.2.0.11(215) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on alternate feet correctly for a distance of ten feet.

This objective is mastered when the student:

1. Hops on one foot
2. Hops on other foot
3. Alternates hopping leg
4. Flexes knee of hopping leg
5. Makes balanced landings
6. Repeats numbers 1-5 for distance of five feet
7. Repeats numbers 1-5 for distance of ten feet
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.12(216) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip forward correctly for a distance of 15 feet.

This objective is mastered when the student:

1. Skips forward
2. Skips five feet
3. Skips ten feet
4. Skips fifteen feet

19.2.1.3.2.0.13(217) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip sideways correctly for a distance of 15 feet.

This objective is mastered when the student:

1. Pushes one foot to side
2. Draws other foot up to it
3. Repeats numbers 1 and 2 in rhythmic manner
4. Skips sideways
5. Skips five feet
6. Skips ten feet
7. Skips fifteen feet

19.2.1.3.2.0.14(218) Given a request and a demonstration, the student will, to the satisfaction of the teacher, gallop correctly for a distance of ten feet.

This objective is mastered when the student:

1. Moves forward
2. Uses long step followed by short closing hop
3. Keeps same foot forward for long step
4. Repeats numbers 1-3 in rhythmic manner
5. Gallops five feet
6. Gallops ten feet
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.15(219) Given a staircase and a demonstration, the student will, to the satisfaction of the teacher, walk up and down the staircase correctly.

This objective is mastered when the student:

1. Places one foot on first step
2. Places other foot on second step
3. Walks up remaining stairs alternating feet
4. Does not fall
5. Stops at top of stairs

6. Places one foot on top step
7. Places alternate foot on next step
8. Walks down remaining steps using alternate feet
9. Does not fall
10. Steps on the ground

19.2.1.3.2.0.16(220) Given a playground slide ladder and a demonstration, the student will, to the satisfaction of the teacher, climb up and down the playground slide ladder correctly.

This objective is mastered when the student:

1. Holds on with both hands
2. Steps up to first rung
3. Steps up one rung at time
4. Alternates lead foot up ladder
5. Moves hands up as climbing proceeds

6. Reaches top of ladder
7. Steps down one rung at time
8. Steps down alternating lead foot
9. Moves hands down as climbing proceeds
10. Reaches ground

OBJECT MOVEMENT

19.2.1.3.3.0.1(221) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper rolling behavior by rolling each ball to the teacher.

This objective is mastered when the student:
1. Rolls basketball to teacher (two hands)

2. Rolls volleyball to teacher (one hand)

3. Rolls softball to teacher (one hand)

19.2.1.3.3.0.2(222) Given a toy wheelbarrow and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pushing behavior by pushing the toy wheelbarrow and by pushing the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

1. Pushes toy wheelbarrow

2. Pushes toy wheelbarrow ten feet

3. Pushes toy wheelbarrow 20 feet

4. Pushes toy wheelbarrow to teacher

5. Pushes wagon

6. Pushes wagon ten feet

7. Pushes wagon 20 feet

8. Pushes wagon to teacher

19.2.1.3.3.0.3(223) Given a rope and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pulling behavior by pulling the rope as in tug o' war and by pulling the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

1. Pulls rope

2. Pulls rope as in tug o' war

3. Pulls wagon

4. Pulls wagon ten feet

5. Pulls wagon 20 feet

6. Pulls wagon to teacher

19.2.1.3.3.0.4(224) Given a standard hinged door, the student will, to the satisfaction of the teacher, demonstrate proper door opening and closing be-
BASIC SKILLS
SENSORY MOTOR SKILLS

behavior by grasping the door handle (or knob), pulling/pushing the door open, walking through the doorway, and closing the door behind him.

This objective is mastered when the student:

1. Grasps door handle (knob)  
2. Turns handle (knob) (if necessary)  
3. Pulls/pushes door open  
4. Walks through doorway  
5. Closes door behind him

19.2.1.3.3.0.5(225) Given a soccer ball or a kickball and three demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper kicking behavior by kicking the ball in three different ways.

This objective is mastered when the student responds correctly to each of the requests below:

(Place the kickball on the ground directly in front of your foot. Kick the ball.)
1. "Kick the ball just as I did."

(Place the kickball on the ground approximately five feet in front of you. Run and kick the ball.)
2. "Run and kick the ball just as I did."

(Have the student or another person roll the ball to you. Kick the ball.)
3. "Kick the ball just as I did when I roll it to you." (Teacher stands about 20 feet in front of the student and rolls the ball to student.)

19.2.1.3.3.0.6(226) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper underhand throwing behavior by throwing each ball underhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:
(Throw the playground ball using both hands in an underhand throw.)

1. "Throw the big ball to me just like I threw it to you."

2. Throws ball ten feet

(Throw the softball using one hand in an underhand throw.)

3. "Throw the softball to me just like I threw it to you."

4. Throws ball ten feet

(Throw the paddle ball using one hand in an underhand throw.)

5. "Throw the little ball to me just like I threw it to you."

6. Throws ball ten feet

19.2.1.3.3.0.7(227) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper overhand throwing behavior by throwing each ball overhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Throw the playground ball using two hands in an overhand throw.)

1. "Throw the big ball to me just as I threw it to you."

2. Throws ball ten feet

(Throw the softball using one hand in an overhand throw.)

3. "Throw the softball to me just as I threw it to you."

4. Throws ball ten feet

(Throw the paddle ball using one hand in an overhand throw.)

5. "Throw the little ball to me just as I threw it to you."

6. Throws ball ten feet

19.2.1.3.3.0.8(228) Given a beanbag, a softball, and a playground ball, the student will, to the satisfaction of the teacher, demonstrate proper catching behavior by catching each of the three objects when bounced or thrown to him one at a time by the teacher.
BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student responds correctly to each of the requests below:

1. "Catch the ball when I bounce it to you."
   (Bounce playground ball to student.)

2. "Catch the ball when I throw it to you."
   (Throw playground ball to student.)

3. "Catch the ball when I throw it to you."
   (Throw softball to student.)

4. "Catch the bean bag when I throw it to you."
   (Throw bean bag to student.)

19.2.1.3.3.0.9(229) Given a tennis ball and racket, a softball, a volleyball, a bat, a T-ball stand, and six demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper hitting behavior by hitting each ball with a hand, fist, and/or implement.

This objective is mastered when the student responds correctly to each of the requests below:

(Hit the tennis ball with the palm of your hand using an underhand swinging motion.)
1. "Hit the tennis ball with your hand just as I did."

(Hit the volleyball with a clenched fist using an underhand swinging motion.)
2. "Hit the volleyball with your hand just as I did."

(Punch the volleyball with a clenched fist using an overhand punching swing.)
3. "Hit the volleyball with your hand just as I did."

(Place the softball on the T-ball stand and hit it with the bat.)
4. "Hit the softball just as I did."

(Hit the tennis ball using an underhand swing of the racket.)
5. "Hit the tennis ball just as I did."

(Hit the tennis ball using an overhand swing of the racket.)
6. "Hit the tennis ball just as I did."
COORDINATED EXERCISE MOVEMENT

19.2.1.3.4.0.1(230) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run in place correctly for 15 seconds.

This objective is mastered when the student:

1. Runs in place
2. Runs in place for five seconds
3. Runs in place for ten seconds
4. Runs in place for fifteen seconds

19.2.1.3.4.0.2(231) Given a request and a demonstration, the student will, to the satisfaction of the teacher, touch his toes five times without bending his knees.

This objective is mastered when the student:

1. Touches toes one time
2. Does not bend knees
3. Touches toes three times
4. Does not bend knees
5. Touches toes five times
6. Does not bend knees

19.2.1.3.4.0.3(232) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do big and small arm circles after each arm circle is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stretch your arms out to the side. Rotate your arms to inscribe small circles for five seconds.)

1. "Make small circles with your arms just as I did, until I tell you to stop."

(Stretch your arms out to the side. Rotate your arms to inscribe large circles for five seconds)

2. "Make big circles with your arms just as I did, until I tell you to stop."
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.4.0.4(233) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten twist and reaches correctly.

This objective is mastered when the student:

1. Stretches arms out to side
2. Twists to one side
3. Twists to other side
4. Does three twist and reaches correctly
5. Does five twist and reaches correctly
6. Does seven twist and reaches correctly
7. Does ten twist and reaches correctly

19.2.1.3.4.0.5(234) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten sit-ups correctly.

This objective is mastered when the student:

1. Places hands behind head
2. Sits up
3. Touches knees with elbows
4. Does not bend knees
5. Does one sit-up correctly
6. Does three sit-ups correctly
7. Does five sit-ups correctly
8. Does seven sit-ups correctly
9. Does ten sit-ups correctly

19.2.1.3.4.0.6(235) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do five push-ups correctly.

This objective is mastered when the student:

1. Uses sex appropriate form
2. Does one push-up correctly
3. Does three push-ups correctly
4. Does five push-ups correctly
19.2.1.3.4.0.7(236) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten jumping-jacks correctly.

This objective is mastered when the student:

1. Raises arms correctly
2. Spreads legs correctly
3. Jumps
4. Coordinates numbers 1-3
5. Does one jumping-jack correctly
6. Does three jumping-jacks correctly
7. Does five jumping-jacks correctly
8. Does seven jumping-jacks correctly
9. Does ten jumping-jacks correctly
10. Does three jumping-jacks correctly
11. Does five jumping-jacks correctly
12. Does seven jumping-jacks correctly
13. Does ten jumping-jacks correctly

VISUAL MOTOR COORDINATION

19.2.1.3.5.0.1(237) Given a book, a block, a pencil, and a quarter, the student will, to the satisfaction of the teacher, grasp and pick up each object designated by the teacher, by extending an open hand, placing his fingers around the object, picking up the object from the table, and handing it to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

"Give me the book."
1. Grasps book
2. Picks up book from table
3. Hands book to teacher
4. Does not drop book
5. Grasps block
6. Picks up block from table
7. Hands block to teacher
8. Does not drop block
9. Grasps pencil
10. Picks up pencil from table
11. Hands pencil to teacher
12. Does not drop pencil

"Give me the pencil."
13. Grasps quarter
14. Picks up quarter from table
15. Hands quarter to teacher
16. Does not drop quarter
19.2.1.3.5.0.2(238) Given a path of ten rubber squares marked with Xs on the floor, the student will, to the satisfaction of the teacher, begin at the starting point, walk along the path, and step on each X with the appropriate foot until he has reached the end of the path.

This objective is mastered when the student:

1. Places one foot on first X  
2. Places other foot on second X  
3. Places first foot on third X  
4. Places second foot on fourth X  
5. Places first foot on fifth X  
6. Places second foot on sixth X  
7. Places first foot on seventh X  
8. Places second foot on eighth X  
9. Places first foot on ninth X  
10. Places second foot on tenth X  
11. Places only one foot on square at time  
12. Walks along path  
13. Does not stumble or fall  

19.2.1.3.5.0.3(239) Given a wooden mallet, a wooden pounding board, and four wooden pegs standing in the board, the student will, to the satisfaction of the teacher, pound the top of each peg with the mallet until each peg is flush with the top of the pounding board.

This objective is mastered when the student:

1. Holds mallet by handle in one hand  
2. Pounds peg with mallet  
3. Pounds peg with face of mallet  
4. Peg flush with pounding board  
5. Repeats numbers 1-4 for second peg  
6. Repeats numbers 1-4 for third peg  
7. Repeats numbers 1-4 for fourth peg  

19.2.1.3.5.0.4(240) Given a primary wooden jigsaw puzzle with between three to seven pieces, the student will, to the satisfaction of the teacher, assemble the puzzle.
This objective is mastered when the student:

1. Picks up puzzle piece
2. Does not pick up puzzle board
3. Puts piece of puzzle in proper place
4. Repeats numbers 1-3 until puzzle completed

19.2.1.3.5.0.5(241) Given an individual-size pegboard and ten pegs, the student will, to the satisfaction of the teacher, place the ten pegs in a horizontal row across the top of the pegboard.

This objective is mastered when the student:

1. Picks up peg
2. Does not pick up pegboard
3. Places peg in hole
4. Repeats numbers 1-3 for ten pegs
5. Pegs in proper holes

19.2.1.3.5.0.6(242) Given ten wooden primary beads and a lace appropriate for stringing, the student will, to the satisfaction of the teacher, string the ten beads on the lace.

This objective is mastered when the student:

1. Picks up bead
2. Picks up string
3. Strings one bead
4. Strings three beads
5. Strings five beads
6. Strings seven beads
7. Strings ten beads

RHYTHM AND BALANCE.

19.2.1.3.6.0.1(243) Given a request by the teacher, the student will, to the satisfaction of the teacher, either run, walk, or clap fast or slow.
BASIC SKILLS
SENSORY MOTOR SKILLS

in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:


19.2.1.3.6.0.2(244) Given a 30 second tape recording of any sound with a measured beat, four beats to a measure, the student will, to the satisfaction of the teacher, within 10 seconds clap his hands or tap his feet in time with the beat for the duration of the tape recording.

This objective is mastered when the student:

1. Begins clapping/tapping within ten seconds of beginning of tape ___
2. Claps/taps accurately four beats to measure ___
3. Continues clapping/tapping for duration of tape recording ___

19.2.1.3.6.0.3(245) Given a balance board six feet long and six inches wide placed on the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

1. Steps up on board ___
2. Places one foot in front of other ___
3. Walks entire length of board ___
4. Does not touch floor with his feet ___
5. Does not fall ___
6. Steps off at end of board ___
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.6.0.4(246) Given a balance board six feet long and six inches wide placed six inches off the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

1. Steps up on board
2. Places one foot in front of other
3. Walks entire length of board
4. Does not touch floor with his feet
5. Does not fall
6. Steps off at end of board
BASIC SKILLS
SENSORY MOTOR SKILLS
RECREATION AND SPORTS

SWIMMING - POOL ENTRY

19.2.1.4.1.0.1(247) Given a swimming pool with a hand railing and entry steps, the student will, to the satisfaction of the teacher, wet his body by walking down the steps, holding onto the hand railing until he reaches the floor of pool, taking a deep breath, and submerging his entire body so that he is completely wet.

This objective is mastered when the student:
1. Walks down steps
2. Holds onto railing until he reaches floor of pool
3. Takes deep breath
4. Submerges entire body

19.2.1.4.1.0.2(248) Given a swimming pool, the student will, to the satisfaction of the teacher, jump into the pool by bending his knees, holding his arms out in a horizontal position, pushing off the edge of the pool with his feet, and clearing the edge of the pool.

This objective is mastered when the student:
1. Bends knees
2. Holds arms out in horizontal position
3. Pushes off the edge of pool with his feet
4. Jumps into pool
5. Clears edge safely

19.2.1.4.1.0.3(249) Given a swimming pool, the student will, to the satisfaction of the teacher, hold his breath by standing in chest deep water, taking a deep breath, putting his head under the water, and holding his breath for five seconds.

This objective is mastered when the student:
1. Stands in chest deep water
2. Takes deep breath
3. Puts head under water
4. Holds breath for five seconds
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.4.1.0.4(250) Given a swimming pool, the student will, to the satisfaction of the teacher, breathe rhythmically by holding the instructor's hands, taking a deep breath, putting his face in the water, exhaling in the water, and coming up for air three times.

This objective is mastered when the student:

1. Holds instructor's hands  
2. Takes deep breath  
3. Puts face in water  
4. Exhales under water  
5. Repeats numbers 2-4 second time  
6. Repeats numbers 2-4 third time

19.2.1.4.1.0.5(251) Given a swimming pool, the student will, to the satisfaction of the teacher, dive by standing on the edge of the pool, bending his knees slightly, bringing his chin down to his chest, extending his hands straight out over his head, pushing off from the edge of the pool with his feet as his hands enter the water, and clearing the edge of the pool.

This objective is mastered when the student:

1. Stands on edge of pool  
2. Bends knees slightly  
3. Brings chin to chest  
4. Extends hands straight out over head  
5. Pushes off from edge with feet as hands enter water  
6. Clears edge of pool safely

SWIMMING - FLOATING AND GLIDING

19.2.1.4.2.0.1(252) Given a swimming pool, the student will, to the satisfaction of the teacher, prone float by holding on to the instructor's hands or wrists, taking and holding a deep breath, and gradually straightening his body, so that the entire front of his body with arms extended over his head is lying flat or the surface of the water and remains there for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:
BASIC SKILLS
SENSORY MOTOR SKILLS

1. Holds instructor's hands or wrists
2. Takes and holds deep breath
3. Straightens body
4. Lies flat on water (face down)
5. Has arms extended over head
6. Remains in floating position for three seconds (without support)

19.2.1.4.2.0.2(253) Given a swimming pool, the student will, to the satisfaction of the teacher, back float by lying flat on his back on the surface of the water with the support of the instructor's shoulders and arms, and remaining on the water surface for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:
1. Lies flat on back (supported by instructor)
2. Remains in floating position for three seconds (without support)

19.2.1.4.2.0.3(254) Given a swimming pool, the student will, to the satisfaction of the teacher, prone glide for a distance of five feet by standing in waist deep water, leaning forward with his arms extended and his hands together until his shoulders are below the water surface, taking a deep breath, placing his head in the water, and pushing off from the floor so that his feet do not touch the floor of the pool.

This objective is mastered when the student:
1. Stands in waist deep water
2. Leans forward
3. Has arms extended
4. Has hands together
5. Has shoulders below water surface
6. Takes deep breath
7. Places head in water
8. Pushes off from floor
BASIC SKILLS
SENSORY MOTOR SKILLS

9. Glides for distance of five feet
10. Does not touch floor of pool

19.2.1.4.2.0.4(255) Given a swimming pool, the student will, to the satisfaction of the teacher, back glide for a distance of five feet by holding onto the edge of the pool with both hands, placing both feet against the wall of the pool, keeping his head back with his ears in the water, removing his hands from the edge, straightening his knees, and pushing away from the wall so that his feet do not touch the floor of the pool.

This objective is mastered when the student:

1. Holds onto edge of pool with both hands
2. Places both feet against wall of pool
3. Places head back with ears in water
4. Removes hands from pool edge
5. Straightens knees
6. Pushes away from wall
7. Glides for distance of five feet
8. Does not touch floor of pool

SWIMMING SKILLS

19.2.1.4.3.0.1(256) Given a swimming pool, the student will, to the satisfaction of the teacher, prone kick for a distance of five feet by assuming the prone float position with his arms extended over his head and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

1. Assumes prone float position
2. Extends arms over head
3. Alternately flutter kicks each leg from hips
4. Prone floats for distance of five feet
19.2.1.4.3.0.2(257) Given a swimming pool, the student will, to the satisfaction of the teacher, back kick for a distance of five feet by initiating a back glide, bringing his arms to his sides, and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

1. Initiates back glide
2. Brings arms to sides
3. Alternately flutter kicks each leg from hips
4. Back floats for distance of five feet

19.2.1.4.3.0.3(258) Given a swimming pool, the student will, to the satisfaction of the teacher, prone arm stroke three times, by extending the front part of his body flat on the surface of the water, extending his arms forward, pulling one arm down and back almost to the legs, recovering along the side to the extended position, and repeating this pulling and recovering motion.

This objective is mastered when the student:

1. Extends front part of body flat on surface of water
2. Extends arms forward
3. Pulls one arm down and back almost to legs
4. Recovers along side to extended position
5. Pulls other arm down and back almost to legs
6. Recovers along side to extended position
7. Repeats numbers 3-6 second time
8. Repeats numbers 3-6 third time

19.2.1.4.3.0.4(259) Given a swimming pool, the student will, to the satisfaction of the teacher, prone breathe twice by lying on his stomach on the surface of the water, initiating a prone arm stroke, turning his face to one side until his mouth clears the water, and taking a breath as the arm on that side comes out of the water at the end of the recovery.
This objective is mastered when the student:

1. Lies flat on stomach on surface of water
2. Moves arms in prone arm stroke
3. Turns face to one side so mouth clears water
4. Takes breath as arm on that side comes out of water at end of recovery
5. Repeats numbers 2-4 second time

19.2.1.4.3.0.5(260) Given a swimming pool, the student will, to the satisfaction of the teacher, back-arm fin for a distance of five feet by lying on his back on the surface of the water with his arms at his sides, flutter kicking with his feet, and moving his hands back and forth.

This objective is mastered when the student:

1. Lies on back on surface of water
2. Arms by sides
3. Flutter kicks with feet
4. Moves hands back and forth
5. Back arm fins for distance of five feet

SWIMMING APPLIED

19.2.1.4.4.0.1(261) Given a 30 minute swimming period in a swimming pool, the student will, to the satisfaction of the teacher, stay in the pool area, walk (not run) in the area when not in the pool, interact properly with the other students, enter the pool properly, and leave the pool properly by either using the stairs and hand-rail or by climbing out on the side, for the entire period.

This objective is mastered when the student:

1. Enters pool area
2. Walks, does not run, in pool area (outside pool)
3. Interacts with others safely
4. Enters water safely
5. Uses stairs and handrail to leave pool
   OR
   Climbs out on side of pool safely

6. Stays in pool area for 30 minutes

7. Behaves safely for 30 minutes

19.2.1.4.4.0.2(262) Given a swimming pool, the student will, to the satisfaction of the teacher, turn from his stomach to his back while in a prone position, by rolling away from the extended arm, turning the side of the body opposite the extended arm under, turning the extended arm side of his face up and away from the water, and rolling over onto his back, without touching the bottom of the pool.

   This objective is mastered when the student:
   1. Swims in prone position
   2. Rolls away from extended arm
   3. Turns side of his body opposite extended arm under water
   4. Turns extended arm side of face up and away from water
   5. Rolls over onto back
   6. Does not touch bottom of pool

19.2.1.4.4.0.3(263) Given a swimming pool, the student will, to the satisfaction of the teacher, change directions while in a prone position by moving his head in the direction of the turn and gradually stroking with his arms in the same direction until he has completed a 180° turn, without touching the bottom of the pool.

   This objective is mastered when the student:
   1. Lies in prone position
   2. Moves head in direction of turn
   3. Strokes with his arms in same direction
   4. Completes 180° turn
   5. Does not touch bottom of pool
CYCLE USE

19.2.1.4.5.0.1(264) Given a tricycle and a riding course five feet wide and 50 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the tricycle the length of the course by getting on, sitting upright on the tricycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the tricycle, stopping the tricycle, and getting off the tricycle, without hurting himself or going off the course.

This objective is mastered when the student:

1. Gets on tricycle
2. Sits in upright position
3. Grasps handlebars
4. Places one foot on each pedal
5. Steers tricycle while pedaling
6. Keeps feet on pedals
7. Keeps hands on handlebars
8. Rides 25 yards
9. Rides 50 yards
10. Stops tricycle
11. Gets off tricycle
12. Does not hurt self
13. Stops within boundaries of course

19.2.1.4.5.0.2(265) Given a bicycle and a riding course five feet wide and 100 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the bicycle the length of the course by getting on, sitting upright on the bicycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the bicycle, stopping the bicycle by putting on the brakes, and getting off the bicycle, without hurting himself or going off the course.

This objective is mastered when the student:

1. Gets on bicycle
2. Sits in upright position
3. Grasps handlebars
4. Places one foot on each pedal
5. Steers bicycle while pedaling
6. Keeps feet on pedals
7. Keeps hands on handlebars
8. Rides 50 yards
BASIC SKILLS
SENSORY MOTOR SKILLS

9. Rides 100 yards
10. Puts on brakes to stop bicycle
11. Gets off bicycle
12. Does not hurt self
13. Stays within boundaries of course

19.2.1.4.5.0.3(266) Given a bicycle and a marked course on which to ride, the student will, to the satisfaction of the teacher, ride the bicycle on the correct side of the road, obey all the traffic signs, give the appropriate hand signals for turns and stops, and keep his hands on the handlebars, except when giving hand signals, for the entire length of the course.

   This objective is mastered when the student:
   1. Rides on correct side of road
   2. Obey all traffic signs
   3. Keeps hands on handlebars except when giving signals
   4. Gives correct hand signals
   5. Rides entire length of course

USE OF PLAYGROUND EQUIPMENT

19.2.1.4.6.0.1(267) Given a slide, the student will, to the satisfaction of the teacher, use the slide by climbing the rungs of the slide one at a time, holding on to the side and top rails, sitting (facing forward) on the platform at the top of the slide, pushing forward, sliding down to the bottom, and standing up and away from the slide.

   This objective is mastered when the student:
   1. Waits until slide is not in use
   2. Holds one rail with each hand
   3. Climbs one rung at a time
   4. Climbs to top of slide
   5. Holds onto top rails
   6. Sits on platform at top of slide
7. Sits facing forward  
8. Pushes forward  
9. Slides down to bottom  
10. Stands up and away from slide  

19.2.1.4.6.0.2(268) Given a swing set, the student will, to the satisfaction of the teacher, swing by sitting in the swing, holding onto the chains of the swing, pushing the ground with his feet, continuing by pumping with a forward and backward motion of the legs until he is swinging, gradually slowing to a stop, and getting off the swing.

This objective is mastered when the student:

1. Sits, on swing  
2. Holds one chain of swing in each hand  
3. Pushes off with foot  
4. Continues pumping with forward and backward motion of legs  
5. Slows swing down gradually to stop  
6. Gets off swing  

19.2.1.4.6.0.3(269) Given a merry-go-round, the student will, to the satisfaction of the teacher, ride the merry-go-round by holding onto the rail with both hands, placing one foot on the platform, pushing off the ground with the other foot until he is going around in a circular motion, dragging his foot on the ground to slow to a stop, and getting off the merry-go-round.

This objective is mastered when the student:

1. Holds onto rail with both hands  
2. Places one foot on platform  
3. Pushes off ground with other foot  
4. Pushes until going around in circular motion  
5. Lifts foot and rides merry-go-round  
6. Drags foot on ground to slow down to stop  
7. Gets off merry-go-round
BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.4.6.0.4(270) Given a see-saw and a partner, the student will, to the satisfaction of the teacher, see-saw by maintaining the balance of the board (holding onto board or handle) while he and his partner get on, straddling the board so that he faces his partner, gently pushing off from the ground with his feet, keeping both hands on the handlebar or board, stop pushing off from the ground until the up and down motion is stopped and the board is balanced, and maintaining the balance of the board while he and his partner get off the see-saw.

This objective is mastered when the student:

1. Maintains balance of board until other student gets on
2. Gets on see-saw
3. Maintains balance of board
4. Straddles board
5. Faces partner
6. Holds onto board or handle with both hands
7. Pushes off from ground with his feet
8. Stops pushing off from ground
9. Stops up and down motion
10. Maintains balance of board while other student gets off
11. Maintains balance of board while he gets off

19.2.1.4.6.0.5(271) Given a set of monkey bars, the student will, to the satisfaction of the teacher, climb the monkey bars by stepping on a low rung while at the same time grasping a higher bar, stepping up to a higher rung, repeating this procedure until he reaches the top, and then descend the monkey bars by placing his foot on a lower rung, moving his hands down, and repeating this procedure until he reaches the ground.

This objective is mastered when the student:

1. Grasps high bar
2. Grasps bar with both hands
3. Steps on lower rung
4. Steps up to higher bar
5. Moves hands up
6. Grasps higher bar
7. Repeats numbers 4-6 until he reaches top
8. Places foot on lower rung
9. Moves hands down
10. Steps down to lower rung
11. Repeats numbers 8-10 until he reaches ground

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19.2.1.4.6.0.6(272) Given a 30 minute recreational period on a playground with playground equipment, the student will, to the satisfaction of the teacher, stay within the boundaries of the playground and properly use the playground equipment for the entire period.

This objective is mastered when the student:

1. Remains safe distance from playground equipment in use
2. Walks through playground area (does not run)
3. Uses playground equipment properly
4. Uses foreign objects on playground in acceptable way (may not apply)
5. Stays within boundaries of playground
6. Behaves safely for 30 minutes

19.2.1.4.7.0.1(273) Given a dodge ball and a playing area, the student will, to the satisfaction of the teacher, play a game of dodge ball by remaining in the playing area and throwing or dodging the ball in accordance with the rules of the game.

This objective is mastered when the student:

1. Throws ball at other players
2. Stays behind end line
3. Catches ball
4. Dodges ball
5. Stays within boundaries
6. Plays until hit with ball
7. Retires self to sideline when put out
8. Obey's rules of game

19.2.1.4.7.0.2(274) Given a kickball, four bases, and a kickball diamond, the student will, to the satisfaction of the teacher, play kickball for three innings by kicking the ball, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:
BASIC SKILLS
SENSORY MOTOR SKILLS

1. Kicks ball
2. Kicks only in turn
3. Runs to correct base(s)
4. Retires when put out
5. Does not get in way of other student up to kick
6. Changes sides
7. Catches ball after it has been kicked
8. Throws ball to another player
9. Stays within play area
10. Obey rules of game
11. Plays for three complete innings

19.2.1.4.7.0.3(275) Given a bowling ball, bowling pins, and a bowling alley, the student will, to the satisfaction of the teacher, bowl for three frames by rolling the ball down the bowling alley in the direction of the bowling pins and taking turns with his opponents in accordance with the rules of the game.

This objective is mastered when the student:

1. Holds bowling ball correctly
2. Rolls ball down alley
3. Does not throw ball
4. Does not cross line
5. Obey rules of game
6. Repeats numbers 1-5 second frame
7. Repeats numbers 1-5 third frame

19.2.1.4.7.0.4(276) Given a basketball, a basketball pole and hoop, and a playing area, the student will, to the satisfaction of the teacher, play basketball for a ten minute period by remaining within the playing area, dribbling, passing, catching, shooting, and rebounding.

This objective is mastered when the student:

1. Dribbles ball
2. Passes ball to another player
3. Catches ball
4. Shoots ball at basket
5. Tries to get ball on rebound
6. Stays within playground area
7. Obeys rules of game  8. Plays for entire 10 minute period

19.2.1.4.7.0.5(277) Given a softball bat, a softball, four bases, and a softball diamond, the student will, to the satisfaction of the teacher, play softball for three innings by hitting the ball with the bat, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:

1. Holds bat correctly  6. Changes sides in accordance with rules
2. Swings at pitched ball  7. Catches ball (may not apply)
3. Runs to correct base (if he hits ball)  8. Throws ball to another player (may not apply)
4. Retires when put out  9. Stays within playing area
5. Does not get in way of other student at bat  10. Obeys rules of game

11. Plays for three complete innings
BASIC SKILLS COMPETENCY
COMMUNICATION SKILLS
LISTENING

AUDITORY DISCRIMINATION

19.2.2.1.1.0.1(278) Given a tape recorder and a pre-recorded tape of ten loud and soft sounds, the student will, with 100% accuracy, raise his hand when he hears a loud sound and put his hand in his lap when he hears a soft sound.

This objective is mastered when the student:
1. Raises hand for one loud sound
2. Raises hand for each loud sound
3. Puts hand in lap for one soft sound
4. Puts hand in lap for each soft sound

19.2.2.1.1.0.2(279) Given a tape recorder and a pre-recorded tape of three sets of four sounds (the first sound in each set being a stimulus sound), the student will, with 100% accuracy, raise his hand the second time he hears the stimulus sound in each set.

This objective is mastered when the student raises his hand when he hears the correct sound in each set below:

(Stimulus sound: Cow) (Stimulus sound: Siren)
1. Dog, Cow, Bird
2. Siren, Lawnmower, Car

(Stimulus sound: Woman's voice)
3. Baby, Man's voice, Woman's voice

19.2.2.1.1.0.3(280) Given a tape recorder and a pre-recorded tape of ten high and low frequency sounds, the student will, with 100% accuracy, raise his hand when he hears a high sound and put his hand in his lap when he hears a low sound.

This objective is mastered when the student:
1. Raises hand for one high sound
BASIC SKILLS
COMMUNICATION SKILLS

2. Raises hand for each high sound
3. Puts hand in lap for one low sound
4. Puts hand in lap for each low sound

AUDITORY FIGURE-GROUND

19.2.2.1.2.0.1(281) Given a tape recorder and a pre-recorded tape of three stimulus sounds against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus sound. This objective is mastered when the student:

(Stimulus sound: bell)
1. Raises hand when he hears bell sound against background noise

(Stimulus sound: knocking)
2. Raises hand when he hears knocking sound against background noise

(Stimulus sound: flute)
3. Raises hand when he hears flute sound against background noise

19.2.2.1.2.0.2(282) Given a tape recorder and a pre-recorded tape of three stimulus words spoken against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus word. This objective is mastered when the student:

(Stimulus word: "head")
1. Raises hand when he hears word "head" against background noise

(Stimulus word: "airplane")
2. Raises hand when he hears word "airplane" against background noise

(Stimulus word: "monkey")
3. Raises hand when he hears word "monkey" against background noise
BASIC SKILLS
COMMUNICATION SKILLS

AUDITORY ASSOCIATION

19.2.2.1.3.0.1(283) Given a tape recorder, a pre-recorded tape of three mechanical sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the mechanical sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: car)  (Stimulus sound: bell)
1. Flower, car, bird  2. Bell, dog, tree

(Stimulus sound: typewriter)
3. Radio, typewriter, roller skates

19.2.2.1.3.0.2(284) Given a tape recorder, a pre-recorded tape of three animal sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the animal sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: duck)  (Stimulus sound: bird)
1. Rabbit, dog, duck  2. Fish, bird, mouse

(Stimulus sound: cat)
3. Cat, frog, squirrel

19.2.2.1.3.0.3(285) Given a tape recorder, a pre-recorded tape of three voices, and a set of five pictures, the student will, with 100% accuracy, touch the picture which depicts the source of each pre-recorded voice.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus voice: little girl)
1. Little girl, little boy, baby, lady, man

(Stimulus voice: man)
2. Little girl, little boy, baby, lady, man
BASIC SKILLS
COMMUNICATION SKILLS

(Stimulus voice: lady)

3. Little girl, little boy, baby, lady, man ___

AUDITORY SEQUENTIAL MEMORY

19.2.2.1.4.0.1(286) Given a situation in which the teacher requests the student to follow verbal directions with two separate steps, the student will, with 100% accuracy, follow the directions by doing both steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of directions ___
2. Does second step of directions ___
3. Does two steps in order ___

19.2.2.1.4.0.2(287) Given a situation in which the teacher requests the student to follow verbal directions with three separate steps, the student will, with 100% accuracy, follow the directions by doing each of the three steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of directions ___
2. Does second step of directions ___
3. Does third step of directions ___
4. Does three steps in order ___

19.2.2.1.4.0.3(288) Given a situation in which the teacher requests the student to follow verbal directions with five separate steps, the student will, with 100% accuracy, follow the directions by doing each of the five steps accurately and in the proper order.

This objective is mastered when the student: ___
BASIC SKILLS
COMMUNICATION SKILLS

1. Does first step of directions
2. Does second step of directions
3. Does third step of directions
4. Does fourth step of directions
5. Does fifth step of directions
6. Does five steps in order

19.2.2.1.4.0.4(289) Given six sets of numbers, up to seven numbers in a set, presented one at a time by the teacher, the student will, with 100% accuracy, verbally repeat the numbers in each set in the proper sequence.

This objective is mastered when the student repeats each of the following number series:

1. 4, 7
2. 3, 9, 5
3. 2, 6, 8, 1
4. 7, 3, 8, 6, 5
5. 9, 4, 7, 2, 8, 5
6. 8, 6, 1, 3, 9, 4, 6
REPRODUCTION OF WORDS (STATE AFTER TEACHER)

19.2.2.1.0.1(290) Given five picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Apple"  
2. "Bread"  
3. "Chicken"  
4. "Egg"  
5. "Milk"

19.2.2.1.0.2(291) Given five picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Dress"  
2. "Hat"  
3. "Jacket"  
4. "Pants"  
5. "Shoes"

19.2.2.1.0.3(292) Given five picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:
BASIC SKILLS
COMMUNICATION SKILLS

1. "Church"  3. "Hospital"  
2. "Grocery store"  4. "House"  
5. "School"  

19.2.2.1.0.4(293) Given five picture cards depicting household articles, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all of the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bed"  3. "Door"  
2. "Chair"  4. "Glass"  
5. "Table"  

19.2.2.1.0.5(294) Given five picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bike"  3. "Bus"  
2. "Car"  4. "Truck"  
5. "Airplane"  

19.2.2.1.0.6(295) Given the student's teacher and three of his classmates who are pointed to, one at a time, by the teacher, the student will, to the satisfaction of the teacher, repeat in an understandable manner the first and last name of each classmate, and the formal name of his teacher, after
BASIC SKILLS
COMMUNICATION SKILLS

each name is spoken by the teacher.

This objective is mastered when the student:

1. Repeats name of first classmate
2. Repeats name of second classmate
3. Repeats name of third classmate
4. Repeats teacher's name

19.2.2.2.1.0.7(296) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the names of the holidays, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Christmas"
2. "Easter"
3. "Halloween"
4. "Thanksgiving"
5. "Valentine's Day"

19.2.2.1.0.8(297) Given five picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bird"
2. "Flower"
3. "Cat"
4. "Dog"
5. "Tree"
19.2.2.1.0.9(298) Given five color cards, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the colors, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Blue"  
2. "Green"  
3. "Orange"  
4. "Red"  
5. "Yellow"

19.2.2.1.0.10(299) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Mother"  
2. "Baby"  
3. "Father"  
4. "Brother"  
5. "Sister"

19.2.2.1.0.11(300) Given five picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Teacher"  
2. "Nurse"  
3. "Doctor"  
4. "Mailman"  
5. "Barber"
19.2.2.1.0.12(301) Given five picture cards depicting environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Cloud"  
2. "Moon"  
3. "Rain"  
4. "Star"  
5. "Sun"

19.2.2.1.0.13(302) Given five picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Baseball"  
2. "Football"  
3. "Basketball"  
4. "Bowling"  
5. "Swimming"

19.2.2.1.0.14(303) Given five picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bat"  
2. "Baseball"  
3. "Swimming pool"  
4. "Football"  
5. Basketball"
19.2.2.1.0.15(304) Given five picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Swing"   
2. "Doll"    
3. "Blocks"  
4. "Puzzle"  
5. "Slide"   

19.2.2.1.0.16(305) Given five picture cards depicting moods, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Happy" 
2. "Sad"    
3. "Laughing" 
4. "Mad"    
5. "Crying" 

19.2.2.1.0.17(306) Given five picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Boss" 
2. "Worker" 
3. "Break" 
4. "Hired" 
5. "Fired"
BASIC SKILLS
COMMUNICATION SKILLS

PRODUCTION OF WORDS (STATES INDEPENDENTLY)

19.2.2.2.0.1(307) Given ten picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each food pictured.

This objective is mastered when the student names the food in each of the following pictures:

1. Apple 6. Chicken
2. Bread 7. Water
3. Eggs 8. Hamburger
4. Milk 9. Hot dog
5. Sandwich 10. Ice Cream

19.2.2.2.0.2(308) Given ten picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each article of clothing pictured.

This objective is mastered when the student names the article of clothing in each of the following pictures:

1. Hat 6. Belt
2. Dress 7. Coat
3. Shoes 8. Pants
5. Swimming (bathing) suit 10. Skirt

19.2.2.2.0.3(309) Given ten picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each shelter pictured.

This objective is mastered when the student names the shelter in each of the following pictures:
1. House
2. Hospital
3. Grocery store
4. School
5. Church
6. Fire station
7. Garage
8. Restaurant
9. Gas station
10. Barber shop

19.2.2.2.0.4(310) Given ten picture cards depicting household items, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each household item pictured.

This objective is mastered when the student names the household item in each of the following pictures:

1. Bed
2. Chair
3. Glass
4. Spoon
5. Lamp
6. Door
7. Table
8. Telephone
9. Cup
10. Fork

19.2.2.2.0.5(311) Given ten picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each means of transportation pictured.

This objective is mastered when the student names the means of transportation in each of the following pictures:

1. Car
2. Airplane
3. Train
4. Bicycle
5. Truck
6. Bus
7. Boat
8. Motorcycle

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19.2.2.2.0.6(312) Given the student's teacher and three of his classmates who are pointed to one at a time by the teacher, the student will, to the satisfaction of the teacher, state in an understandable manner the first and last name of each of his classmates and the formal name of his teacher.

This objective is mastered when the student:

1. States first name of first classmate
2. States last name of first classmate
3. States first name of second classmate
4. States last name of second classmate
5. States first name of third classmate
6. States last name of third classmate
7. States formal title of teacher (Mr., Mrs., Miss)
8. States last name of teacher

19.2.2.2.0.7(313) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each holiday pictured.

This objective is mastered when the student names the holiday depicted in each of the following pictures:

1. Easter
2. Halloween
3. Thanksgiving
4. Christmas
5. Valentine's Day
19.2.2.2.0.8(314) Given ten picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each living thing pictured.

This objective is mastered when the student names the living thing in each of the following pictures:

1. Dog  6. Fish
2. Cow  7. Cat
3. Tree 8. Snake
4. Bird 9. Horse
5. Flower 10. Turtle

19.2.2.2.0.9(315) Given ten color cards, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each color.

This objective is mastered when the student names each of the following colors:

1. Red  6. White
2. Blue 7. Black
3. Brown 8. Yellow
5. Orange 10. Purple

19.2.2.2.0.10(316) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each family member pictured.

This objective is mastered when the student names the family member depicted in each of the following pictures:
### BASIC SKILLS
### COMMUNICATION SKILLS

1. Mother  
2. Brother  
3. Grandmother  
4. Father  
5. Sister  

19.2.2.2.0.11(317) Given ten picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each community helper pictured.

This objective is mastered when the student names the community helper in each of the following pictures:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doctor</td>
<td>6. Teacher</td>
</tr>
<tr>
<td>2. Mailman</td>
<td>7. Policeman</td>
</tr>
<tr>
<td>4. Nurse</td>
<td>9. Minister (preacher)</td>
</tr>
<tr>
<td>5. Fireman</td>
<td>10. Dentist</td>
</tr>
</tbody>
</table>

19.2.2.2.0.12(318) Given five picture cards depicting various environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each environmental object pictured.

This objective is mastered when the student names the environmental object in each of the following pictures:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Star</td>
<td>3. Moon</td>
</tr>
<tr>
<td>2. Cloud</td>
<td>4. Sun</td>
</tr>
<tr>
<td>5. Rain</td>
<td></td>
</tr>
</tbody>
</table>
19.2.2.2.0.13(319) Given seven picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each sporting activity pictured.

This objective is mastered when the student names the sporting activity depicted in each of the following pictures:

1. Swimming
2. Baseball
3. Football
4. Basketball
5. Bowling
6. Boxing
7. Wrestling

19.2.2.2.0.14(320) Given six picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each piece of sporting equipment pictured.

This objective is mastered when the student names the sporting equipment in each of the following pictures:

1. Bat
2. Football
3. Baseball
4. Swimming pool
5. Basketball
6. Baseball glove

19.2.2.2.0.15(321) Given eight picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each toy pictured.

This objective is mastered when the student names the toy in each of the following pictures:

1. Swing
2. Doll
3. Blocks
4. Puzzle
5. Slide
6. Kite
BASIC SKILLS
COMMUNICATION SKILLS


19.2.2.2.2.0.16(322) Given five picture cards depicting moods of boys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each mood pictured.

This objective is mastered when the student names the mood depicted in each of the following pictures:

1. Happy (laughing) 3. Sad (crying)
2. Scared (frightened) 4. Mad
5. Surprised

19.2.2.2.0.17(323) Given six picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each work-related word depicted.

This objective is mastered when the student names the work-related word depicted in each of the following pictures:

2. Pay (money) 5. Hired
3. Worker 6. Fired

IDENTIFICATION OF SPOKEN VOCABULARY (IDENTIFIES PICTURES DEPICTING SPOKEN WORDS)

19.2.2.3.0.1(324) Given two sets of eight pictures depicting foods, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:
1. "Touch the picture of the hot dog."

2. "Touch the picture of the chicken."

3. "Touch the picture of the lettuce."

4. "Touch the picture of the tomato."

5. "Touch the picture of the salad."

6. "Touch the picture of the eggs."

7. "Touch the picture of the orange juice."

8. "Touch the picture of the mustard."

9. "Touch the picture of the jello."

10. "Touch the picture of the strawberries."

Given two sets of eight pictures depicting items of clothing, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the picture of the hat."

2. "Touch the picture of the umbrella."

3. "Touch the picture of the coat."

4. "Touch the picture of the necklace."

5. "Touch the picture of the apron."
BASIC SKILLS
COMMUNICATION SKILLS

(Pictures: Row 1: Skirt, tennis shoes, blouse, dress
     Row 2: Shorts, bath robe, pants, sweater)

6. "Touch the picture of the shorts." 
7. "Touch the picture of the skirt." 
8. "Touch the picture of the blouse." 
9. "Touch the picture of the tennis shoes." 
10. "Touch the picture of the bath robe."

19.2.2.3.0.3(326) Given two sets of eight pictures depicting shelters, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Barn, school, nest, hospital
         Row 2: Airport, cage, garage, post office)

1. "Touch the picture of the school." 
2. "Touch the picture of the post office." 
3. "Touch the picture of the nest." 
4. "Touch the picture of the airport." 
5. "Touch the picture of the hospital."

(Pictures: Row 1: Doghouse, restaurant, church, trailer
         Row 2: Bus station, house, police station, fire station)

6. "Touch the picture of the fire station." 
7. "Touch the picture of the restaurant." 
8. "Touch the picture of the trailer." 
9. "Touch the picture of the police station." 
10. "Touch the picture of the church."
19.2.2.3.0.4(327) Given two sets of eight pictures depicting household items, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Bowl, cup, fork, pitcher
Row 2: Spoon, glass, knife, table)
1. "Touch the picture of the glass." 
2. "Touch the picture of the fork." 
3. "Touch the picture of the pitcher." 
4. "Touch the picture of the spoon." 
5. "Touch the picture of the cup." 

(Pictures: Row 1: Bed, key, refrigerator, telephone
Row 2: Lamp, radio, chair, washing machine)
6. "Touch the picture of the telephone." 
7. "Touch the picture of the lamp." 
8. "Touch the picture of the refrigerator." 
9. "Touch the picture of the key." 
10. "Touch the picture of the radio." 

19.2.2.3.0.5(328) Given two sets of eight pictures depicting modes of transportation, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rocket, helicopter, sailboat, tractor
Row 2: Canoe, airplane, motorcycle, truck)
1. "Touch the picture of the tractor."
BASIC SKILLS  
COMMUNICATION SKILLS

2. "Touch the picture of the rocket."  
3. "Touch the picture of the canoe."  
4. "Touch the picture of the helicopter."  
5. "Touch the picture of the motorcycle."  

(Pictures: Row 1: Ambulance, fire truck, police car, taxi  
Row 2: Garbage truck, automobile, school bus, train)

6. "Touch the picture of the police car."  
7. "Touch the picture of the garbage truck."  
8. "Touch the picture of the ambulance."  
9. "Touch the picture of the taxi."  
10. "Touch the picture of the automobile."  

19.2.2.2.3.0.6(329) Given three randomly selected classmates and his teacher, the student will, with 100% accuracy, touch each of the three classmates and the teacher as the name of each is called by the teacher.

This objective is mastered when the student:

1. Touches first classmate when named
2. Touches second classmate when named
3. Touches third classmate when named
4. Touches teacher when named

19.2.2.3.0.7(330) Given eight pictures depicting holidays, the student will, with 100% accuracy, touch five pictures as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:
BASIC SKILLS
COMMUNICATION SKILLS

(Pictures: Row 1: Christmas, Easter, Fourth of July, Halloween

1. "Touch the picture of Thanksgiving Day." __
2. "Touch the picture of Valentine's Day." __
3. "Touch the picture of Christmas." __
4. "Touch the picture of Easter." __
5. "Touch the picture of Halloween." __

19.2.2.3.0.8(331) Given two sets of eight pictures depicting living things, the student will, with 100% accuracy, touch five pictures in each set; each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Alligator, flower, giraffe, rabbit
Row 2: Tree, kitten, squirrel, zebra)

1. "Touch the picture of the kitten." __
2. "Touch the picture of the giraffe." __
3. "Touch the picture of the squirrel." __
4. "Touch the picture of the zebra." __
5. "Touch the picture of the tree." __

(Pictures: Row 1: Butterfly, goldfish, rooster, lion
Row 2: Horse, grass, tiger, turtle)

6. "Touch the picture of the goldfish." ___
7. "Touch the picture of the tiger." ___
8. "Touch the picture of the butterfly." ___
9. "Touch the picture of the lion." ___
10. "Touch the picture of the turtle." ___

19.2.2.3.0.9(332) Given two sets of six color cards, the student will, with 100% accuracy, touch four color cards in each set as each color is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Color cards:
Row 1: Pink, black, orange
Row 2: Gray, brown, red)
(Color cards:
Row 1: Blue, gold, white
Row 2: Green, yellow, purple)

1. "Touch the red card." ___
2. "Touch the brown card." ___
3. "Touch the gray card." ___
4. "Touch the orange card." ___
5. "Touch the green card." ___
6. "Touch the blue card." ___
7. "Touch the yellow card." ___
8. "Touch the purple card." ___

19.2.2.3.0.10(333) Given seven pictures depicting family members, the student will, with 100% accuracy, touch each picture as it is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Mother, Father, Brother, Sister, Grandfather, Grandmother, Baby)

1. "Touch the picture of 'mother'." ___
2. "Touch the picture of 'father'." ___
3. "Touch the picture of 'brother'." ___
4. "Touch the picture of 'sister'." ___
5. "Touch the picture of 'grandfather'." ___
6. "Touch the picture of 'grandmother'." ___
7. "Touch the picture of 'baby'." ___
19.2.2.3.0.1 (334) Given two sets of eight pictures depicting community helpers, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Custodian, barber, garbage man, policeman
Row 2: Nurse, beautician, carpenter, waitress)
1. "Touch the picture of the policeman." __________ 
2. "Touch the picture of the waitress." __________ 
3. "Touch the picture of the carpenter." __________ 
4. "Touch the picture of the beautician." __________ 
5. "Touch the picture of the custodian." __________

(Pictures: Row 1: Cook, fireman, dentist, gardener
Row 2: Butcher, preacher, farmer, secretary)
6. "Touch the picture of the fireman." __________ 
7. "Touch the picture of the secretary." __________ 
8. "Touch the picture of the gardener." __________ 
9. "Touch the picture of the butcher." __________ 
10. "Touch the picture of the dentist." __________

19.2.2.3.0.12 (335) Given two sets of eight pictures depicting environmental objects, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rain, moon, pond, hill
Row 2: River, earth, snow, sun)
1. "Touch the picture of the moon." __________

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2. "Touch the picture of the snow."  
3. "Touch the picture of the pond."  
4. "Touch the picture of the hill."  
5. "Touch the picture of the sun."  

(Pictures: Row 1: Night, lake, mountain, pasture  
Row 2: Desert, lightning, beach, clouds)  
6. "Touch the picture of the mountain."  
7. "Touch the picture of the beach."  
8. "Touch the picture of the lightning."  
9. "Touch the picture of the night."  
10. "Touch the picture of the lake."  

19.2.2.2.3.0.13(336) Given two sets of eight pictures depicting sporting activities, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.  

This objective is mastered when the student responds correctly to each of the requests below:  

(Pictures: Row 1: Baseball, swimming, wrestling, golf  
Row 2: Kickball, football, basketball, tennis)  
1. "Touch the picture of swimming."  
2. "Touch the picture of wrestling."  
3. "Touch the picture of kickball."  
4. "Touch the picture of basketball."  
5. "Touch the picture of golf."  

(Pictures: Row 1: Boxing, hockey, ping pong, volleyball  
Row 2: Softball, bowling, tennis, pool)  
6. "Touch the picture of volleyball."
7. "Touch the picture of softball."

8. "Touch the picture of bowling."

9. "Touch the picture of pool."

10. "Touch the picture of tennis."

19.2.2.3.0.14(337) Given two sets of eight pictures depicting sports equipment, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Football, bowling pins, racket, ice skates
Row 2: Bat, swim fins, baseball glove, helmet)

1. "Touch the picture of the football."

2. "Touch the picture of the bowling pins."

3. "Touch the picture of the racket."

4. "Touch the picture of the ice skates."

5. "Touch the picture of the swim fins."

(Pictures: Row 1: Softball, golf club, wrestling mat, basketball
Row 2: Ping pong table, cue stick, boxing gloves, volleyball net)

6. "Touch the picture of the softball."

7. "Touch the picture of the ping pong table."

8. "Touch the picture of the golf club."

9. "Touch the picture of the net."

10. "Touch the picture of the wrestling mat."
1. Given two sets of eight pictures depicting toys, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Merry-go-round, rocking horse, puppet, gun
Row 2: Doll house (miniature), see-saw, puzzle, jacks)

1. "Touch the picture of the see-saw."
2. "Touch the picture of the puppet."
3. "Touch the picture of the jacks."
4. "Touch the picture of the doll house."
5. "Touch the picture of the merry-go-round."

(Pictures: Row 1: Swing, kite, roller skates, jump rope
Row 2: Doll, blocks, yo-yo, cards)

6. "Touch the picture of the cards."
7. "Touch the picture of the swing."
8. "Touch the picture of the yo-yo."
9. "Touch the picture of the roller skates."
10. "Touch the picture of the jump rope."

19.2.2.3.0.16(339) Given two sets of four pictures depicting moods, the student will, with 100% accuracy, touch three pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, mad boy, sleepy boy, crying boy)

1. "Touch the picture of the happy boy."
2. "Touch the picture of the crying boy."
3. "Touch the picture of the sleepy boy."  
(Pictures: scared boy, glad boy, surprised boy, sad boy)  

4. "Touch the picture of the sad boy."  
5. "Touch the picture of the scared boy."  
6. "Touch the picture of the surprised boy."  

**Basic Skills**  
**Communication Skills**  

**Comprehension of Spoken Vocabulary (Knows Functional Meaning of Spoken Words)**  

19.2.2.4.3.0.17(341) Given six sets of three pictures depicting foods, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about food.
This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

1. "Touch the picture of the one that you can drink." (Pictures: French fries, milk, lettuce)
2. "Touch the picture of the one that comes from a chicken." (Pictures: Eggs, cookies, bread)
3. "Touch the picture of the one that grows in a garden." (Pictures: Hot dogs, hello, tomato)
4. "Touch the picture of the one that you might eat for breakfast." (Pictures: Cereal, salad, turkey)
5. "Touch the picture of the one that you might have for dessert after dinner." (Pictures: Hamburger, bread, ice cream)
6. "Touch the picture of the one that grows on a tree." (Pictures: Water, apple, butter)

19.2.2.4.0.2(342) Given ten sets of five pictures depicting clothing and accessories, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about clothing.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

1. "Touch the picture of what you wear to go swimming." (Pictures: Jacket, hat, bathing suit, coat, shoes)
2. "Touch the picture of what you wear on top of your head." (Pictures: Cap, belt, socks, shorts)
3. "Touch the picture of what boys wear to school which covers their legs." (Pictures: Bath robe, apron, tennis shoes, skirt, pants)
4. "Touch the picture of what you can wear on your arm to tell the time." (Pictures: Wrist watch, necklace, umbrella, shoes, belt)
5. "Touch the picture of what girls wear to school." (Pictures: Cap, dress, bath robe, pocketbook, umbrella)
(Pictures: Apron, pajamas, raincoat; necklace, underwear)

6. "Touch the picture of what you might wear to keep from getting wet when it is raining."

(Pictures: Dress, shoes, coat, pajamas, blouse)

7. "Touch the picture of what you might wear to go to bed."

(Pictures: Underwear, skirt, sweater, bath robe, shirt)

8. "Touch the picture of what is worn under your (pants, skirt, dress)."

(Pictures: Belt, necklace, hat, shirt, shoes)

9. "Touch the picture of what is worn on the feet."

(Pictures: Wrist watch, pocketbook, umbrella, belt, apron)

10. "Touch the picture showing the thing in which you carry your money."

19.2.2.4.0.3(343) Given ten sets of five pictures depicting shelters, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about shelters.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airport, bank, apartment, barn, church)

1. "Touch the picture of the building where you would put money for saving."

(Pictures: Bus station, cage, department store, dog house, fire station)

2. "Touch the picture of where you would go to buy clothes."

(Pictures: Garage, gas station, hospital, grocery store, house)

3. "Touch the picture of where you would take your car for gas."

(Pictures: Laundromat, library, nest, police station, trailer)

4. "Touch the picture of where you would go to wash clothes."

(Pictures: Railroad station, post office, restaurant, school, tent)

5. "Touch the picture of where you would go to mail a letter."

(Pictures: Bus station, fire station, gas station, police station, railroad station)

6. "Touch the picture of where you can get help to put out a fire."
BASIC SKILLS
COMMUNICATION SKILLS

(Pictures: Church, house, school, barn, hospital)
7. "Touch the picture of where you might go if you were sick or had hurt yourself."

(Pictures: Dog house, trailer, cage, tent, barn)
8. "Touch the picture of where cows, horses, chickens, and other animals live."

(Pictures: Laundromat, railroad station, gas station, bus station, police station)
9. "Touch the picture of where you could go if you were lost and needed help."

(Pictures: House, bank, school, church, hospital)
10. "Touch the picture of where you are right now, with your teacher and classmates."

19.2.2.4.0.4(344) Given four sets of five pictures depicting household items, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about household items.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Bed, chair, door, glass, key)
1. "Touch the picture of the thing in which you sleep."

(Pictures: Fork, cup, map, lamp, knife)
2. "Touch the picture of the thing from which you drink."

(Pictures: Pitcher, radio, refrigerator, soap, spoon)
3. "Touch the picture of the thing with which you wash your hands."

(Pictures: Table, telephone, T.V., toothbrush, comb)
4. "Touch the picture of the thing you use on your hair."

19.2.2.4.0.5(345) Given four sets of five pictures depicting transportation vehicles, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about transportation vehicles.
This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airplane, bicycle, boat, fire truck, motorcycle)
1. "Touch the picture of the thing that flies."

(Pictures: Ambulance, rocket, helicopter, automobile, canoe)
2. "Touch the picture of the thing that goes on the water."

(Pictures: Police car, wagon, tricycle, taxi, tractor)
3. "Touch the picture of the thing that you pay money to ride."

(Pictures: Garbage truck, train, sailboat, school bus, truck)
4. "Touch the picture of the thing that takes children to school."

19.2.2.4.0.6(346) Given five sets of three pictures depicting holidays, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about holidays.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Christmas, Fourth of July, Valentine's Day)
1. "Touch the picture that shows when Santa Claus comes to visit us."

(Pictures: New Year's Eve, Easter, St. Patrick's Day)
2. "Touch the picture that shows when a rabbit leaves us eggs and candy."

(Pictures: Fourth of July, Halloween, Valentine's Day)
3. "Touch the picture that shows when you wear costumes and masks."

(Pictures: Thanksgiving Day, New Year's Eve, Fourth of July)
4. "Touch the picture of when we think of having large family dinners and counting our blessings."

(Pictures: St. Patrick's Day, Valentine's Day, Halloween)
5. "Touch the picture that reminds us of love."

19.2.2.4.0.7(347) Given a set of 14 pictures depicting living things, the student will, with 100% accuracy, select and hand the teacher all of the animal
BASIC SKILLS
COMMUNICATION SKILLS

pictures and all of the plant pictures in response to specific teacher ques-
tions.

This objective is mastered when the student responds correctly to
each of the requests below:

1. "Hand me all of the pictures of animals."
   a. Zebra   c. Snake   e. Frog   g. Fish
   b. Rooster d. Bird    f. Butterfly h. Lion

2. "Hand me all of the pictures of plants."
   a. Tree   c. Ivy    e. Cactus
   b. Corn   d. Grass  f. Flower

19.2.2.2.4.0.8(348) Given five sets of four pictures depicting animals, the
student will, with 100% accuracy, touch the correct picture in each set in
response to five specific teacher questions about animals.

This objective is mastered when the student touches the underlined
picture in each set in response to the teacher request for that set:

(Pictures: Butterfly, elephant, tiger, turtle)
1. "Touch the picture of the animal that flies."

(Pictures: Rabbit, frog, kangaroo, snake)
2. "Touch the picture of the animal that cannot jump."

(Pictures: Monkey, fish, giraffe, zebra)
3. "Touch the picture of the animal that lives in water."

(Pictures: Lion, dog, bird, cow)
4. "Touch the picture of the animal that has feathers."

(Pictures: Duck, rooster, horse, alligator)
5. "Touch the picture of the animal that you can ride."

19.2.2.2.4.0.9(349) Given six pictures depicting plants, the student will,
with 100% accuracy, touch the correct picture in response to six specific
teacher questions about plants.

This objective is mastered when the student responds correctly to
each of the requests below:
BASIC SKILLS
COMMUNICATION SKILLS

(Pictures: Flower, ivy, tree, corn, cactus, grass)
1. "Touch the picture of the plant you can climb."
2. "Touch the picture of the plant you can eat."
3. "Touch the picture of the plant which you can give to your mother."
4. "Touch the picture of the plant that grows on a fence or wall."
5. "Touch the picture of the plant that should be cut with a lawn mower."
6. "Touch the picture of the plant that might stick or scratch you."

19.2.2.4.0.10(350) Given four sets of four pictures depicting family members, the student will, with 100% accuracy, touch the correct picture in each set in response to eight specific teacher questions about family members.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man, baby boy, girl, grandfather)
1. "Touch the picture of the father."
2. "Touch the picture of the niece."

(Pictures: Man, woman, boy, grandfather)
3. "Touch the picture of the aunt."
4. "Touch the picture of the grandfather."

(Pictures: Woman, boy, girl, grandmother)
5. "Touch the picture of the nephew."
6. "Touch the picture of the mother."

(Pictures: Grandmother, man, girl, baby)
7. "Touch the picture of the baby."
8. "Touch the picture of the uncle."
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19.2.2.4.0.11(351) Given six sets of four pictures depicting community helpers and service personnel, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about community helpers and service personnel.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Teacher, fireman, dentist, mailman)
1. "Touch the picture of the person you go to when you have your teeth checked."

(Pictures: Farmer, doctor, barber, grocer)
2. "Touch the picture of the person you go to when you are sick."

(Pictures: Garbageman, policeman, nurse, paper boy)
3. "Touch the picture of the person who helps the doctor."

(Pictures: Carpenter, bus driver, custodian, preacher)
4. "Touch the picture of the person who cleans the school."

(Pictures: Barber, cashier, fireman, maid)
5. "Touch the picture of the person who cuts hair."

(Pictures: Teacher, waitress, secretary, gardener)
6. "Touch the picture of the person who brings you food in the restaurant."

19.2.2.4.0.12(352) Given five sets of three pictures depicting environmental objects, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about environmental objects.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Cloud, sun, stars)
1. "Touch the picture that shows it is a bright, beautiful day."

(Pictures: Hill, moon, snow)
2. "Touch the picture that shows what you could climb up and walk or roll down."

(Pictures: Desert, rocks, rain)
3. "Touch the picture that shows things will get wet outside."
4. "Touch the picture of the place where you could go fishing."

(Pictures: Lightning, pond, pasture)

5. "Touch the picture that shows it is a clear, beautiful night."

(Pictures: Moon, day, beach)

19.2.2.2.4.0.13(353) Given two sets of five pictures depicting sporting activities, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sporting activities.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Basketball, bowling, football, golf, baseball)

1. "Touch the picture of the sport in which you can hit a homerun."

2. "Touch the picture of the sport in which you can score a touchdown."

3. "Touch the picture of the sport in which you put the ball through the hoop."

4. "Touch the picture of the sport in which you can knock down the pins."

5. "Touch the picture of the sport in which you put the ball into the hole."

(Pictures: Boxing, hockey, tennis, wrestling, volleyball)

6. "Touch the picture of the sport in which you use a racket."

7. "Touch the picture of the sport in which a person can hit the ball over a net with his hands."

8. "Touch the picture of the sport in which a person can knock someone out with his fists."

9. "Touch the picture of the sport in which two men try to pin each other."

10. "Touch the picture of the sport you play on ice."
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19.2.2.4.0.14(354) Given two sets of five pictures depicting sports equipment, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sports equipment.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Bowling ball and pins, bat and ball, basketball and hoop, football, golf ball and club)
1. "Touch the picture of what you would use to play baseball."
2. "Touch the picture of what you would use to play football."
3. "Touch the picture of what you would use to play basketball."
4. "Touch the picture of what you would use to bowl."
5. "Touch the picture of what you would use to play golf."

(Pictures: Wrestling mat, volleyball and net, hockey puck and stick, boxing gloves, tennis racket and ball)
6. "Touch the picture of what you would use to play tennis."
7. "Touch the picture of what you would use to play volleyball."
8. "Touch the picture of what you would use to box."
9. "Touch the picture of what you would use for wrestling."
10. "Touch the picture of what you would use to play hockey."

19.2.2.4.0.15(355) Given five sets of five pictures depicting toys, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about toys.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Car, train, horse, tricycle, kite)
1. "Touch the picture of the toy that flies."

(Pictures: Dollhouse, doctor kit, ball, doll, puppet)
2. "Touch the picture of the toy that bounces."
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(Pictures: Water pistol, building blocks, puzzles, slingshot, yo-yo)
3. "Touch the picture of the toy that squirts water."

(Pictures: Balloon, roller skates, marbles, telephone, deck of cards)
4. "Touch the picture of the toy that you blow into."

(Pictures: Jacks, wagon, jumping rope, rocking horse, beach pail)
5. "Touch the picture of the toy that you carry sand in."

19.2.2.4.0.16(356) Given five pictures depicting various moods, the student will, with 100% accuracy, touch the correct picture in response to five specific teacher questions about moods.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, sleepy boy, mad boy, scared boy, sad boy)
1. "One of these boys just woke up from a nap. Touch the picture that shows how the boy looks."

2. "One of these boys just got a new bicycle. Touch the picture that shows how the boy looks."

3. "One of these boys just lost his new puppy. Touch the picture that shows how the boy looks."

4. "A girl just took a toy away from one of these boys without asking. Touch the picture that shows how the boy looks."

5. "One of these boys just saw a ghost in a haunted house. Touch the picture that shows how the boy looks."

19.2.2.4.0.17(357) Given three sets of four pictures depicting work-related words, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about work.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Workers on break at vending machine, work bench, pay, time clock)
1. "Touch the picture of what a person gets for doing his job."

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2. "Touch the picture of the workers having a rest period."
   (Pictures: Machine, man being hired, nut & bolt, man being fired)
3. "Touch the picture of the person losing his job."
4. "Touch the picture of the person who is getting a job."
   (Pictures: Man working, cafeteria, factory, boss)
5. "Touch the picture of the person who tells you what to do at work."
6. "Touch the picture of the man who is doing his job."

REPRODUCTION OF PHRASES AND SENTENCES (STATES AFTER TEACHER)

19.2.2.2.5.0.1(358) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a two word phrase which describes each picture after each phrase is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

1. "Brown dog"  
2. "Big girl"  
3. "New car"  
4. "Yellow dress"  
5. "Green balloon"

19.2.2.2.5.0.2(359) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a three word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

1. "A green frog"  
2. "Two little cups"  
3. "Big red sailboat"  
4. "Long yellow pants"  
5. "Five purple flowers"
19.2.2.2.5.0.3(360) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a four word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher. This objective is mastered when the student repeats each of the following sentences:

1. "This bird can fly." 3. "The cats are black." 5. "The glass is empty."
2. "The girl is tall." 4. "Here are seven chairs."

19.2.2.2.5.0.4(361) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a five or more word sentence which describes each picture after each sentence is spoken by the teacher. This objective is mastered when the student repeats each of the following sentences:

2. "This boy wants an apple." 4. "The kitchen window is broken."

PRODUCTION OF PHRASES AND SENTENCES (STATES INDEPENDENTLY)

19.2.2.2.6.0.1(362) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of the teacher, state in an understandable manner a phrase of two or more words about each object pictured. This objective is mastered when the student:

1. States a two word phrase about picture #1
2. States a two word phrase about picture #2
3. States a two word phrase about picture #3
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4. States a two word phrase about picture #4
5. States a two word phrase about picture #5

19.2.2.2.6.0.2(363) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of the teacher, state in an understandable manner a meaningful sentence of three or more words about each object pictured.

This objective is mastered when the student:
1. States a three+ word sentence about picture #1
2. States a three+ word sentence about picture #2
3. States a three+ word sentence about picture #3
4. States a three+ word sentence about picture #4
5. States a three+ word sentence about picture #5

19.2.2.2.6.0.3(364) Given a sequential series of four pictures, the student will, to the satisfaction of the teacher, tell in an understandable manner a simple, coherent, picture-related story of at least three sentences.

This objective is mastered when the student:
1. Completes first sentence about pictures
2. Completes second sentence about pictures
3. Completes third sentence about pictures
4. Tells coherent story
5. Tells picture-related story
USE OF TELEPHONE

19.2.2.7.0.1(365) Given a telephone and an incoming call for the student, the student will, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver
2. Responds politely with greeting word or phrase
3. Carries on conversation using two sentences
4. Carries on conversation using three sentences
5. Carries on conversation using five sentences
6. Terminates conversation with parting word or phrase
7. Replaces receiver

19.2.2.7.0.2(366) Given a telephone and an incoming call for another person, the student will, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, take a verbal message or get the appropriate person, and terminate the conversation with an appropriate phrase.

This objective is mastered when the student:

1. Picks up receiver
2. Responds with greeting word or phrase
3. Takes message or gets appropriate person
4. Terminates conversation with appropriate phrase

19.2.2.7.0.3(367) Given a private touch-tone telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and punch the given number.
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This objective is mastered when the student:

1. Picks up receiver
2. Listens for dial tone
3. Punches first three numbers of telephone number correctly
4. Punches complete number correctly

19.2.2.7.0.4(368) Given a private dial telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and dial the given number.

This objective is mastered when the student:

1. Picks up receiver
2. Listens for dial tone
3. Dials first three numbers of telephone number correctly
4. Dials complete number correctly

19.2.2.7.0.5(369) Given a pay telephone, a dime, and a written telephone number, the student will, with 100% accuracy, pick up the receiver, place the dime in the appropriate slot, listen for the dial tone, and dial the number.

This objective is mastered when the student:

1. Picks up receiver
2. Places dime into appropriate slot
3. Listens for dial tone
4. Dials first three numbers of telephone number correctly
5. Dials complete number correctly
19.2.2.7.0.6(370) Given a telephone and a written telephone number, the student will, to the satisfaction of the teacher, dial the designated number, initiate and carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver
2. Listens for a dial tone
3. Dials first three numbers of telephone number correctly
4. Dials complete number correctly
5. Initiates conversation with greeting word or phrase
6. Uses two sentences in conversation
7. Uses three sentences in conversation
8. Uses five sentences in conversation
9. Terminates conversation with parting word or phrase
10. Replaces receiver
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SPEECH

REPRODUCTION OF INITIAL CONSONANTS (STATES AFTER TEACHER)

19.2.2.3.1.0.1(371) Given four pictures of objects which begin with the con-
sonants p or b, and teacher pronunciation of the object names, the student
will repeat each object name in such a way that each initial consonant is
correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant:

1. "Barn"       3. "Basket" 
2. "Pig"        4. "Pan"

19.2.2.3.1.0.2(372) Given four pictures of objects which begin with the con-
sonants t or d, and teacher pronunciation of the object names, the student
will repeat each object name in such a way that each initial consonant is
correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant:

1. "Dog"       3. "Ditch" 
2. "Table"      4. "Teacher"

19.2.2.3.1.0.3(373) Given four pictures of objects which begin with the con-
sonant sounds k or g, and teacher pronunciation of the object names, the stu-
dent will repeat each object name in such a way that each initial consonant
sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant sound:

1. "Goose"      3. "Goat" 
2. "Coat"       4. "Cat"
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19.2.2.3.1.0.4(374) Given four pictures of objects which begin with the consonants f and v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant:

1. "Vine" 
2. "Fork" 
3. "Vase" 
4. "Fan"

19.2.2.3.1.0.5(375) Given two pictures of objects which begin with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant sound:

1. "Thumb" 
2. "Three"

19.2.2.3.1.0.6(376) Given four pictures of objects which begin with the consonants s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the
following words, clearly pronouncing the underlined consonant:

1. "Zebra" 
2. "Sun" 
3. "Zoo" 
4. "Saw"

19.2.2.3.1.0.7(377) Given two pictures of objects which begin with the consonant sound sh, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.
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This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Sheep"  
2. "Shell"

19.2.2.3.1.0.8(378) Given two pictures of objects which begin with the consonant h, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Hat"  
2. "House"

19.2.2.3.1.0.9(379) Given four pictures of objects which begin with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Jail"  
2. "Cherry"  
3. "Jar"  
4. "Chicken"

19.2.2.3.1.0.10(380) Given four pictures of objects which begin with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Monkey"  
2. "Nest"  
3. "Mouse"  
4. "Nose"
19:2.2.3.1.0.11(381) Given four pictures of objects which begin with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Light"  
2. "Rat"  
3. "Leg"  
4. "Red"

19:2.2.3.1.0.12(382) Given two pictures of objects which begin with the consonant y, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Yarn"  
2. "Yellow"

19:2.2.3.1.0.13(383) Given four pictures of objects which begin with the consonant sounds w and wh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Whip"  
2. "Wave"  
3. "Wheat"  
4. "Well"

REPRODUCTION OF FINAL CONSONANTS (STATES AFTER TEACHER)

19:2.2.3.2.0.1(384) Given four pictures of objects which end with the consonants p or b, and teacher pronunciation of the object names, the student...
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will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Crib"
2. "Ship"
3. "Web"
4. "Top"

19.2.2.3.2.0.2(385) Given four pictures of objects which end with the consonants t or d, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Mud"
2. "Hat"
3. "Red"
4. "Basket"

19.2.2.3.2.0.3(386) Given four pictures of objects which end with the consonants k or g, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Knock"
2. "Flag"
3. "Neck"
4. "Frog"

19.2.2.3.2.0.4(387) Given four pictures of objects which end with the consonant sounds f or v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.
This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Five"  
2. "Safe"  
3. "Dove"  
4. "Thief"

19.2.2.3.2.0.5(388) Given two pictures of objects which end with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Path"  
2. "Moth"

19.2.2.3.2.0.6(389) Given four pictures of objects which end with the consonant sounds s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Dress"  
2. "Ties"  
3. "Horse"  
4. "Eyes"

19.2.2.3.2.0.7(390) Given four pictures of objects which end with the consonant sounds sh or zh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Garage"  
2. "Bush"
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3. "Corsage"  

4. "Brush"

19.2.2.3.2.0.8(391) Given four pictures of objects which end with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Bridge"  
2. "Beach"  
3. "Badge"  
4. "Church"

19.2.2.3.2.0.9(392) Given four pictures of objects which end with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Dime"  
2. "Hen"  
3. "Farm"  
4. "Barn"

19.2.2.3.2.0.10(393) Given four pictures of objects which end with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Seal"  
2. "Car"  
3. "Wall"  
4. "Star"
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19.2.2.3.2.0.11(394) Given two pictures of objects which end with the consonant sound ng, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Wing"  
2. "King"  

REPRODUCTION OF INITIAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.3.0.1(395) Given nine pictures of objects which begin with an initial r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Bread"  
2. "Drum"  
3. "Frown"  
4. "Green"  
5. "Christmas tree"  
6. "Present"  
7. "Train"  
8. "Throne"  
9. "Shrimp"  

19.2.2.3.3.0.2(396) Given eleven pictures of objects which begin with an initial s cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "School"  
2. "Smile"  
3. "Snow"  
4. "Spider"
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5. "Star"  
6. "Swing"  
7. "Screw"  
8. "Sprout"  
9. "Strap"  
10. "Splash"  
11. "Square"

19.2.2.3.3.0.3(397) Given six pictures of objects which begin with an initial 1 cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Block"  
2. "Floor"  
3. "Glove"  
4. "Clown"  
5. "Plane"  
6. "Sled"

19.2.2.3.0.4(398) Given two pictures of objects which begin with an initial w cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Quarter"  
2. "Twelve"

REPRODUCTION OF FINAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.4.0.1(399) Given eight pictures of objects which end with a final r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.
This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Barn"  
2. "Sharp"  
3. "Heart"  
4. "Card"  
5. "Fork"  
6. "Scarf"  
7. "Cactus"  
8. "Fierce"

Given three pictures of objects which end with a final cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Desk"  
2. "Nest"  
3. "Wasp"

Given seven pictures of objects which end with a final cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Film"  
2. "Pulp"  
3. "Colt"  
4. "Gold"  
5. "Milk"  
6. "Shelf"  
7. "Twelve"
BASIC SKILLS

COMMUNICATION SKILLS

19.2.3.4.0.4(402) Given five pictures of objects which end with the final clusters, *kg*, *nd*, *mp*, *nk*, or *nt*, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Socks" __
2. "Lamp" __
3. "Wink" __
4. "Hand" __
5. "Tent" __

PRODUCTION OF INITIAL CONSONANTS (STATES INDEPENDENTLY)

19.2.3.5.0.1(403) Given four pictures depicting objects that begin with the consonants *p* or *b*, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Pie __
2. Bed __
3. Pocket __
4. Bus __

19.2.3.5.0.2(404) Given four pictures depicting objects that begin with the consonants *t* or *d*, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Door __
2. Tire __
3. Dog __
4. Teeth __
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19.2.2.3 5.0.3(405) Given four pictures depicting objects that begin with the consonant sound k or g, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Cup  
2. Gun  
3. Car  
4. Girl

19.2.2.3.5.0.4(406) Given four pictures depicting objects that begin with the consonants f or v, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Vest  
2. Foot  
3. Vine  
4. Five

19.2.2.3.5.0.5(407) Given two pictures depicting objects that begin with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Thumb  
2. Three

19.2.2.3.5.0.6(408) Given four pictures depicting objects that begin with the consonants s or z, the student will state the name of each object in
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such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Zebra  
2. Six  
3. Zoo  
4. Soup  

19.2.2.3.5.0.7(409) Given two pictures depicting objects that begin with the consonant sound sh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Shoe  
2. Shirt  

19.2.2.3.5.0.8(410) Given two pictures depicting objects that begin with the consonant h, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Hair  
2. Horse  

19.2.2.3.5.0.9(411) Given four pictures depicting objects that begin with the consonant sounds sh or ch, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.
This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Chicken  
2. Jacket  
3. Chair  
4. Jelly or Jam

19.2.2.3.5.0.10(412) Given four pictures depicting objects that begin with the consonants m or n, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Nose  
2. Man  
3. Nut  
4. Mouse

19.2.2.3.5.0.11(413) Given four pictures depicting objects that begin with the consonants l, c, r, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Lamp  
2. Rabbit  
3. Ladder  
4. Ring

19.2.2.3.5.0.12(414) Given two pictures depicting objects that begin with the consonant y, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.
This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Yellow  
2. Yo-yo  

19.2.2.3.5.0.13(415) Given four pictures depicting objects that begin with the consonant sounds w or wh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Wheel  
2. Water  
3. Whale  
4. Wagon  

PRODUCTION OF FINAL CONSONANTS (STATES INDEPENDENTLY)

19.2.2.3.6.0.1(416) Given four pictures depicting objects that end with the consonants p or b, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Tub  
2. Cup  
3. Knob  
4. Rope  

19.2.2.3.6.0.2(417) Given four pictures depicting objects that end with the consonants t or d, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.
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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Bed
2. Boat
3. Bird
4. Boot

19.2.2.3.6.0.3(418) Given four pictures depicting objects that end with the consonants k or g, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Bike
2. Leg
3. Book
4. Pig

19.2.2.3.6.0.4(419) Given four pictures depicting objects that end with the consonant sounds f or v, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Stove
2. Leaf
3. Glove
4. Knife

19.2.2.3.6.0.5(420) Given two pictures depicting objects that end with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.
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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Tooth  2. Mouth

19.2.2.3.6.0.6(421) Given four pictures depicting objects that end with the consonant sounds s or z, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Eyes  3. Hose
2. Bus  4. Face

19.2.2.3.6.0.7(422) Given four pictures depicting objects that end with the consonant sounds sh or zh, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Garage  3. Corsage
2. Fish  4. Brush

19.2.2.3.6.0.8(423) Given four pictures depicting objects that end with the consonant sounds ch or j, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.
This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Orange  
2. Watch  
3. Garbage  
4. Match  

19.2.2.3.6.0.9(424) Given four pictures depicting objects that end with the consonant sounds m or n, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Comb  
2. Pan  
3. Dime  
4. Can  

19.2.2.3.6.0.10(425) Given four pictures depicting objects that end with the consonant sounds l or r, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Ball  
2. Fire  
3. Doll  
4. Four  

19.2.2.3.6.0.11(426) Given two pictures depicting objects that end with the consonant sound ng, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.
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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Ring
2. Swing

PRODUCTION OF INITIAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.7.0.1(427) Given nine pictures depicting objects that begin with an initial r cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Broom
2. Dress
3. Frog
4. Grass
5. Crayon
6. Present
7. Tree
8. Three
9. Shrimp

19.2.2.3.7.0.2(428) Given eleven pictures depicting objects that begin with an initial s cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Skirt
2. Smoke
3. Snake
4. Steps
5. Sweater
6. Screen
7. Spring
8. Street
9. Splash
10. Squirrel
11. Spoon
19.2.2.3.7.0.3(429) Given six pictures depicting objects that begin with an initial _l_ cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:


19.2.2.3.7.0.4(430) Given two pictures depicting objects that begin with an initial _w_ cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Quarter   2. Twelve

PRODUCTION OF FINAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.8.0.1(431) Given eight pictures depicting objects that end with a final _r_ cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

3. Heart   6. Scarf
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19.2.2.3.8.0.2(432) Given three pictures depicting objects that end with a final "s" cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Nest  __  2. Desk  __  3. Wasp  __

19.2.2.3.8.0.3(433) Given seven pictures depicting objects that end with a final "l" cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Film  __  4. Cold  __  6. Shelf  __
2. Scalp  __  5. Milk  __  7. Twelve  __
3. Salt  __

19.2.2.3.8.0.4(434) Given five pictures depicting objects that end with the final clusters, "ks, nd, mp, nk, or nt, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Socks  __  3. Paint  __
2. Lamp  __  4. Bank  __
3. Hand  __
PRE-WRITING SKILLS

19.2.2.4.1.0.1(435) Given an appropriately sized pencil and a demonstration, the student will, to the satisfaction of the teacher, pick up the pencil and hold it with a proper writing grip.

This objective is mastered when the student:

1. Picks up pencil  
2. Holds it with proper writing grip

19.2.2.4.1.0.2(436) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight horizontal line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil  
2. Draws line 
3. Draws horizontal line 
4. Draws horizontal line across width of paper 
5. Draws line straight

19.2.2.4.1.0.3(437) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight vertical line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil 
2. Draws line 
3. Draws vertical line 
4. Draws vertical line down length of paper 
5. Draws line straight

19.2.2.4.1.0.4(438) Given an appropriately sized pencil and a blank sheet of
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12" x 18" art paper, the student will, to the satisfaction of the teacher, make a large circle on the paper after a teacher demonstration.

This objective is mastered when the student:
1. Picks up pencil
2. Draws line
3. Draws circular line
4. Draws complete circle

REPRODUCTION - TRACING

19.2.2.4.2.0.1(439) Given a transparency marker and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, trace each line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:
1. Picks up marker
2. Traces vertical lines
3. Traces within 1/8" of vertical master line:
   - First line
   - Second line
4. Traces horizontal lines
5. Traces within 1/8" of horizontal master line:
   - First line
   - Second line

19.2.2.4.2.0.2(440) Given a transparency marker and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, trace each diagonal line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:
1. Picks up marker

2. Traces right to left diagonal lines.

3. Traces within 1/8" of right to left diagonal master line:
   - First line
   - Second line

4. Traces left to right diagonal lines.

5. Traces within 1/8" of left to right diagonal master line:
   - First line
   - Second line

This objective is mastered when the student:

1. Picks up marker

2. Traces circles

3. Traces within 1/8" of circle master line:
   - First circle
   - Second circle

4. Traces squares

5. Traces within 1/8" of square master line:
   - First square
   - Second square

6. Traces triangles

7. Traces within 1/8" of triangle master line:
   - First triangle
   - Second triangle
19.2.2.4.2.0.4 (442) Given a transparency marker and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker __
2. Traces letters __
3. Traces following letters within 1/8" of master line:
   "F" — "A" — "v" — "d" —
   "H" — "R" — "e" — "x" —
   "N" — "G" — "a" — "p" —
   "T" — "Z" — "z" — "p" —
   "P" — "E" — "t" — "g" —

19.2.2.4.2.0.5 (443) Given a transparency marker and a laminated master showing five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker __
2. Traces letters __
3. Traces following letters within 1/8" of master line:
   "G" — "P" — "s" — "m" — "T"
   "b" — "w" — "t" — "f" — "a"

19.2.2.4.2.0.6 (444) Given a red marking pen and a sheet of lined paper with his age printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen __
2. Traces number(s) __
3. Traces within 1/8" of number master lines

19.2.2.4.2.0.7(445) Given a red marking pen and a sheet of lined paper with his telephone number printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen
2. Traces numbers
3. Traces within 1/8" of first number master line
4. Traces within 1/8" of second number master line
5. Traces within 1/8" of third number master line
6. Traces within 1/8" of dash
7. Traces within 1/8" of fourth number master line
8. Traces within 1/8" of fifth number master line
9. Traces within 1/8" of sixth number master line
10. Traces within 1/8" of seventh number master line

19.2.2.4.2.0.8(446) Given a transparency marker and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, trace each number with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker
2. Traces numbers
3. Traces following numbers within 1/8" of master line:

"1" — "3" — "5" — "7" — "9"

"2" — "4" — "6" — "8" — "10"

19.2.2.4.2.0.9(447) Given a red marking pen and a sheet of lined paper with his first name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen
2. Traces letters
3. Traces within 1/8" of first letter master line
4. Traces within 1/8" of second letter master line
5. Traces within 1/8" of all letter master lines.

19.2.2.4.2.0.10(448) Given a red marking pen and a sheet of lined paper with his first and last name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen
2. Traces letters
3. Traces within 1/8" of first letter master line of first name
4. Traces within 1/8" of second letter master line of first name
5. Traces within 1/8" of all letter master lines of first name
6. Traces within 1/8" of first letter master line of last name
7. Traces within 1/8" of second letter master line of last name
8. Traces within 1/8" of all letter master lines of last name

19.2.2.4.2.0.11(449) Given a red marking pen and a sheet of lined paper with his street address printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen
2. Traces numbers
3. Traces within 1/8" of all number master lines
4. Traces letters
5. Traces within 1/8" of first letter master line
6. Traces within 1/8" of second letter master line
7. Traces within 1/8" of all letter master lines

19.2.2.4.2.0.12(450) Given a red marking pen and a sheet of lined paper with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen
2. Traces numbers
3. Traces within 1/8" of all number master lines
4. Traces letters
5. Traces within 1/8" of first street letter master line
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6. Traces within 1/8" of all street letter master lines

7. Traces within 1/8" of first city letter master line

8. Traces within 1/8" of second city letter master line

9. Traces within 1/8" of all city letter master lines

10. Traces within 1/8" of first state letter master line

11. Traces within 1/8" of second state letter master line

12. Traces within 1/8" of all state letter master lines

13. Traces within 1/8" of all punctuation master lines

REPRODUCTION - COPYING FROM VISUAL CUES

19.2.2.4.3.0.1(451) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, recognizably copy each line on the blank paper, staying within plus or minus 1/4" of the one inch length.

This objective is mastered when the student:

1. Picks up pencil

2. Copies vertical lines

3. Draws vertical lines from 3/4" - 1 1/4" long:
   First line ___ Third line ___
   Second line ___ Fourth line ___

4. Spaces adequately between vertical lines

5. Copies horizontal lines

6. Draws horizontal lines from 3/4" - 1 1/4" long:
   First line ___ Third line ___
   Second line ___ Fourth line ___

7. Spaces adequately between lines
19.2.2.4.3.0.2(452) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, recognizably copy each diagonal line on the blank paper, staying within plus or minus 1/4" of the one inch length.

This objective is mastered when the student:

1. Picks up pencil __
2. Copies right to left diagonal lines __
3. Draws right to left diagonal lines from 3/4" - 1 1/4" long:
   - First line __
   - Second line __
   - Third line __
   - Fourth line __
4. Spaces adequately between right to left diagonal lines __
5. Copies left to right diagonal lines __
6. Draws left to right diagonal lines from 3/4" - 1 1/4" long:
   - First line __
   - Second line __
   - Third line __
   - Fourth line __
7. Spaces adequately between left to right diagonal lines __

19.2.2.4.3.0.3(453) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four circles, one row of four squares, and one row of four triangles, the student will, to the satisfaction of the teacher, recognizably copy each shape on the blank paper.

This objective is mastered when the student:

1. Picks up pencil __
2. Copies circles __
3. Copies circles recognizably:
   - First circle __
   - Second circle __
   - Third circle __
   - Fourth circle __
4. Draws all circles approximately same size as master circles __
5. Spaces adequately between circles __
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6. Copies squares __________

7. Copies squares recognizably:
   First square ______ Third square ______
   Second square ______ Fourth square ______

8. Draws all squares approximately same size as master squares ______

9. Spaces adequately between squares ______

10. Copies triangles ______

11. Copies triangles recognizably:
    First triangle ______ Third triangle ______
    Second triangle ______ Fourth triangle ______

12. Draws all triangles approximately same size as master triangles ______

13. Spaces adequately between triangles ______

19.2.2.4.3.0.4(454) Given a pencil, two blank sheets of lined paper, and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ______

2. Copies letters ______

3. Copies following letters recognizably:
   "r" ______ "p" ______ "u" ______ "q" ______ "h" ______
   "x" ______ "i" ______ "n" ______ "s" ______ "g" ______

4. Copies following letters within 1/4" of printed guidelines:
   "r" ______ "p" ______ "u" ______ "q" ______ "h" ______
   "x" ______ "i" ______ "n" ______ "s" ______ "g" ______

5. Spaces adequately between lower case letters ______

6. Copies following letters recognizably:
   "e" ______ "b" ______ "c" ______ "d" ______ "q" ______
   "f" ______ "j" ______ "z" ______ "n" ______ "p" ______
7. Copies following letters within 1/4" of printed guidelines:
   "U"    "G"    "C"    "D"    "Q"
   "R"    "J"    "Z"    "N"    "F"

8. Spaces adequately between upper case letters

19.2.2.4.3.0.5(455) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil
2. Copies letters
3. Copies following letters recognizably:
   "S"    "F"    "H"    "M"    "T"
   "T"    "G"    "H"    "C"    "T"
4. Copies in correct order for each pair
5. Spaces adequately between letters
6. Copies following letters within 1/4" of printed guidelines:
   "S"    "F"    "H"    "M"    "T"
   "T"    "G"    "H"    "C"    "T"

19.2.2.4.3.0.6(456) Given a pencil, a blank sheet of lined paper, and a master with his age printed on it, the student will, to the satisfaction of the teacher, recognizably copy his age on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil
2. Copies number
3. Copies all numbers
BASIC SKILLS
COMMUNICATION SKILLS

4. Copies numbers in correct order (if appropriate) __

5. Copies number(s) recognizably __

6. Spaces appropriately __

7. Copies within 1/4" of printed guidelines __

19.2.2.4.3.0.7(457). Given a pencil, a blank sheet of lined paper, and a master with his telephone number printed on it, the student will, to the satisfaction of the teacher, recognizably copy his telephone number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil __

2. Copies numbers __

3. Copies all seven numbers __

4. Copies dash __

5. Copies all numbers in correct order __

6. Copies dash in proper place __

7. Copies numbers recognizably __

8. Spaces numbers appropriately __

9. Copies numbers within 1/4" of printed guidelines __

19.2.2.4.3.0.8(458) Given a pencil, a blank sheet of lined paper, and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, recognizably copy each number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil __
2. Copies numbers __

3. Copies following numbers recognizably:
   "1" — "3" — "5" — "7" — "9"
   "2" — "4" — "6" — "8" — "10"

4. Copies numbers in order __

5. Spaces adequately between numbers __

6. Copies following numbers within 1/4" of printed guidelines:
   "1" — "3" — "5" — "7" — "9"
   "2" — "4" — "6" — "8" — "10"

19.2.2.4.3.0.9(459) Given a pencil, a blank sheet of lined paper, and a master with his first name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

   This objective is mastered when the student:

1. Picks up pencil __

2. Copies letters __

3. Copies all letters __

4. Copies letters in correct order __

5. Copies letters recognizably __

6. Spaces between letters appropriately __

7. Copies letters within 1/4" of printed guidelines __

19.2.2.4.3.0.10(460) Given a pencil, a blank sheet of lined paper, and a master with his first and last name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first and last name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

   This objective is mastered when the student:
BASIC SKILLS

COMMUNICATION SKILLS

1. Picks up pencil
2. Copies letters
3. Copies all letters in first name
4. Copies letters in first name in correct order
5. Copies letters in first name recognizably
6. Spaces letters in first name appropriately
7. Copies letters in first name within 1/4" of printed guidelines
8. Copies all letters in last name
9. Copies letters in last name in correct order
10. Copies letters in last name recognizably
11. Spaces letters in last name appropriately
12. Copies letters in last name within 1/4" of printed guidelines
13. Spaces between first and last name appropriately

19.2.2.4.3.0.11(461) Given a pencil, a blank sheet of lined paper, and a master with his street address printed on it, the student will, to the satisfaction of the teacher, recognizably copy his address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil
2. Copies numbers
3. Copies all numbers
4. Copies numbers in correct order
5. Copies numbers recognizably
6. Spaces between numbers appropriately
7. Copies numbers within 1/4" of printed guidelines
8. Spaces between numbers and street name appropriately
9. Copies letters
10. Copies all letters in street name and abbreviation
11. Copies letters in street name and abbreviation in correct order
BASIC SKILLS
COMMUNICATION SKILLS

12. Copies letters in street name and abbreviation recognizably.
13. Spaces between letters in street name and abbreviation appropriately.
14. Copies letters in street name and abbreviation within 1/4" of printed guidelines.
15. Capitalizes correctly.

19.2.2.4.3.0.12(462) Given a pencil, a blank sheet of lined paper, and a master with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, recognizably copy his complete address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil.
2. Copies numbers.
3. Copies all numbers.
4. Copies numbers in correct order.
5. Copies numbers recognizably.
6. Spaces between numbers appropriately.
7. Copies numbers within 1/4" of printed guidelines.
8. Spaces between numbers and street name appropriately.
10. Copies all letters in:
    Street name and abbreviation.
    City.
    State.
11. Copies letters in correct order:
    Street name and abbreviation.
    City.
    State.

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BASIC SKILLS

COMMUNICATION SKILLS

12. Copies letters recognizably:
   Street name and abbreviation ___
   City ___
   State ___

13. Spaces between street name and abbreviation appropriately ___

14. Spaces between city and state appropriately ___

15. Copies letters within 1/4" of printed guidelines:
   Street name and abbreviation ___
   City ___
   State ___

16. Capitalizes correctly ___

17. Punctuates entire address correctly ___

PRODUCTION (WRTES INDEPENDENTLY)

19.2.2.4.4.0.1(463) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his age, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes numbers ___
3. Writes all correct numbers in age ___
4. Writes numbers in correct order (if appropriate) ___
5. Writes numbers recognizably ___
6. Spaces numbers appropriately ___
7. Writes numbers within 1/4" of printed guidelines ___

19.2.2.4.4.0.2(464) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his telephone number, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:
1. Picks up pencil

2. Writes numbers

3. Writes all correct numbers

4. Writes dash

5. Writes numbers in correct order

6. Writes dash in proper place

7. Writes numbers recognizably

8. Spaces numbers appropriately

9. Writes numbers within 1/4" of printed guidelines

19.2.2.4.0.3(465) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first name, staying within plus or minus 1/4" of the printed guidelines:

This objective is mastered when the student:

1. Picks up pencil

2. Writes letters

3. Capitalizes first letter

4. Writes all correct letters

5. Writes letters in correct order

6. Writes letters recognizably

7. Spaces between letters appropriately

8. Writes letters within 1/4" of printed guidelines

19.2.2.4.0.4(466) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first and last name, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil

2. Writes letters

3. Capitalizes first letter of first name

4. Writes all correct letters in first name

5. Writes letters in first name in correct order

6. Writes letters in first name recognizably

7. Spaces letters in first name appropriately
BASIC SKILLS
COMMUNICATION SKILLS

8. Writes letters in first name within 1/4" of printed guidelines
9. Spaces between first and last names appropriately
10. Capitalizes first letter of last name
11. Writes all correct letters in last name
12. Writes letters in last name in correct order
13. Writes letters in last name recognizably
14. Spaces letters in last name appropriately
15. Writes letters in last name within 1/4" of printed guidelines

1. Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil
2. Writes numbers
3. Writes all correct numbers
4. Writes numbers in correct order
5. Writes numbers recognizably
6. Spaces between numbers appropriately
7. Writes numbers within 1/4" of printed guidelines
8. Capitalizes first letter:
    Street name
    Abbreviation
9. Writes all correct letters:
    Street name
    Abbreviation
10. Writes letters in correct order:
    Street name
    Abbreviation
11. Writes letters recognizably:
   Street name ___
   Abbreviation ___

12. Spaces letters appropriately:
   Street name ___
   Abbreviation ___

13. Writes letters within 1/4" of printed guidelines:
   Street name ___
   Abbreviation ___

14. Spaces between numbers and street name appropriately ___

15. Spaces between street name and abbreviation appropriately ___

16. Uses punctuation correctly ___

19.2.2.4.4.0.6(468) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, city, and state, staying within plus or minus 1/4" of the printed guidelines.

   This objective is mastered when the student:

1. Picks up pencil ___

2. Writes numbers ___

3. Writes all correct numbers ___

4. Writes numbers in correct order ___

5. Writes numbers recognizably ___

6. Spaces between numbers appropriately ___

7. Writes numbers within 1/4" of printed guidelines ___

8. Spaces between numbers and street name appropriately ___

9. Writes letters ___
BASIC SKILLS

COMMUNICATION SKILLS

10. Capitalizes first letter:
   Street name and abbreviation
   City
   State

11. Writes all correct letters:
   Street name and abbreviation
   City
   State

12. Writes letters in correct order:
   Street name and abbreviation
   City
   State

13. Writes letters recognizably:
   Street name and abbreviation
   City
   State

14. Spaces between street name and abbreviation appropriately

15. Spaces between city and state appropriately

16. Writes letters within 1/4" of printed guidelines:
   Street name and abbreviation
   City
   State

17. Capitalizes correctly

18. Punctuates entire address correctly
READING

VISUAL DISCRIMINATION

19.2.2.5.1.0.1(469): Given three sets of five objects (the objects within a set varying only in color), the student will, with 100% accuracy, touch the one object in each set which is exactly the same color as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 1" red cube)
1. 1" red cube, 1" orange cube, 1" yellow cube, 1" blue cube, 1" purple cube

(Stimulus: white golf tee)
2. Green golf tee, white golf tee, yellow golf tee, red golf tee, blue golf tee

(Stimulus: blue button)
3. Brown button, yellow button, white button, red button, blue button

19.2.2.5.1.0.2(470): Given three sets of five geometric shapes (the shapes within a set remaining constant in size and color), the student will, with 100% accuracy, touch the one shape in each set which is exactly the same as the shape presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 5" red circle)
1. 5" red diamond, 5" red star, 5" red triangle, 5" red square, 5" red circle

(Stimulus: 5" black triangle)
2. 5" black circle, 5" black triangle, 5" black square, 5" black oval, 5" black star

(Stimulus: 4" yellow square)
3. 4" yellow octagon, 4" yellow star, 4" yellow rectangle, 4" yellow circle, 4" yellow square
BASIC SKILLS

COMMUNICATION SKILLS

19.2.2.5.1.0.3(471) Given three sets of five objects (the objects within a set varying only in size), the student will, with 100% accuracy, touch the one object in each set which is exactly the same size as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 3" x 5" felt rectangle)
1. 3" x 5" felt rectangle, 4" x 6" felt rectangle, 3" x 2" felt rectangle, 1" x 4" felt rectangle, 4" x 7" felt rectangle

(Stimulus: 3 3/4" pencil)
2. 6" pencil, 4 1/2" pencil, 5 1/4" pencil, 3 3/4" pencil, 2" pencil

(Stimulus: 12" zipper)
3. 7" zipper, 22" zipper, 18" zipper, 12" zipper, 9" zipper

19.2.2.5.1.0.4(472) Given ten playing cards (two each of five different cards) arranged in random order, the student will, with 100% accuracy, match the cards into pairs by number and suit by handing each pair of cards to the teacher.

This objective is mastered when the student:

(Stimuli: 5 of hearts, 7 of clubs, 4 of spades, 5 of hearts, 10 of diamonds 4 of spades, 8 of hearts, 10 of diamonds, 7 of clubs, 8 of hearts)

1. Gives teacher 5 of hearts pair
2. Gives teacher 7 of clubs pair
3. Gives teacher 4 of spades pair
4. Gives teacher 10 of diamonds pair
5. Gives teacher 8 of hearts pair

19.2.2.5.1.0.5(473) Given nine sets of five pictures, the student will, with 100% accuracy, touch all the animal pictures in sets 1-3, all the clothing
pictures in sets 4-6, and all the transportation pictures in sets 7-9.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Cow, tree, pig, elephant, house)
1. "Touch all of the animal pictures."

(Pictures: Rabbit, dog, carrot, fish, flower)
2. "Touch all of the animal pictures."

(Pictures: Monkey, baby, horse, chair, wagon)
3. "Touch all of the animal pictures."

(Pictures: Dress, shirt, hanger, pajamas, bed)
4. "Touch all of the pictures of clothes."

(Pictures: Bathing suit, ball, sweater, lamp shade, butterfly)
5. "Touch all of the pictures of clothes."

(Pictures: Raincoat, slacks, tree, cat, skirt)
6. "Touch all of the pictures of clothes."

(Pictures: Broom, car, bicycle, box, train)
7. "Touch all of the pictures of things you can ride on."

(Pictures: Plane, sailboat, sweater, bug, bird)
8. "Touch all of the pictures of things you can ride on."

(Pictures: Truck, bridge, fish, garbage can, steamboat)
9. "Touch all of the pictures of things you can ride on."

VISUAL MEMORY

19.2.2.5.2.0.1(474) Given three sets of three pictures of objects, the student will, with 100% accuracy, after one picture is removed from a set, state the name of the pictured object that is missing from each set.

This objective is mastered when the student names the underlined picture in each set below:

(Remove the picture of the ball.) (Remove the picture of the banana.)
1. Ball, bike, house ___ 2. Apple, banana, orange ___

(Remove the picture of the car.)
3. Car, plane, train ___
BASIC SKILLS
COMMUNICATION SKILLS

19.2.2.5.2.0.2.0.2(475) Given two sets of four large beads (one set having four beads of the same color but with different shapes and one set having four beads of the same shape but with different colors), a string, and one sample each of a shape sequence and of a color sequence, the student will, with 100% accuracy, after having viewed each sample for a period of ten seconds, string each set of beads in the order indicated by each sample sequence.

This objective is mastered when the student:

(Present the following color sequence for 10 seconds: Green, yellow, red, blue)
1. Strings beads in following right to left sequence:
   a. Blue    c. Yellow
   b. Red    d. Green

(Present the following shape sequence for 10 seconds: Oval, square, round, octagonal)
2. Strings beads in following right to left sequence:
   a. Octagonal    c. Square
   b. Round    d. Oval

IDENTIFICATION OF LETTERS

19.2.2.5.3.0.1(476) Given ten sets of five upper case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: P C Q G O)          (Flashcards: F T L H I)
1. "Touch the letter 'C'."        6. "Touch the letter 'I'."

(Flashcards: C J D U G)          (Flashcards: D Q W O G)
2. "Touch the letter 'G'."        7. "Touch the letter 'Q'."

(Flashcards: E R T F Z)          (Flashcards: L T M I J)

(Flashcards: X F K B Y)          (Flashcards: F N H B M)

(Flashcards: Q C A O D)          (Flashcards: V S B R K)
19.2.2.5.3.0.2 Given ten sets of five lower-case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: i k l x j)  (Flashcards: u m h n b)
1. "Touch the letter 'j'."  6. "Touch the letter 'n'."

(Flashcards: g t d p b)  (Flashcards: h l f x t)
2. "Touch the letter 'd'."  7. "Touch the letter 't'."

(Flashcards: m v z w u)  (Flashcards: p b q r g)
3. "Touch the letter 'w'."  8. "Touch the letter 'p'."

(Flashcards: f h y r t)  (Flashcards: w m u h n)
4. "Touch the letter 'f'."  9. "Touch the letter 'm'."

(Flashcards: s b a d q)  (Flashcards: o c a n e)
5. "Touch the letter 'b'."  10. "Touch the letter 'a'."

19.2.2.5.3.0.3 Given ten sets of seven upper and lower case alphabet flashcards, the student will, with 100% accuracy, touch the two flashcards in each set containing the one letter named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: E c f e F H g)  (Flashcards: p q O P e R Q)
1. "Touch all of the 'Es'."  6. "Touch all of the 'Qs'."

(Flashcards: b d o p g D P)  (Flashcards: H m B h n b f)
2. "Touch all of the 'Ds'."  7. "Touch all of the 'Hs'."

(Flashcards: R E h B d b r)  (Flashcards: B R n E r e P)
3. "Touch all of the 'R's'."  8. "Touch all of the 'Rs'."

(Flashcards: o A e V a R v)  (Flashcards: V g y W v p Y)
4. "Touch all of the 'As'."  9. "Touch all of the 'Ys'."

(Flashcards: G p Q g q C o)  (Flashcards: r F H L f t e)
5. "Touch all of the 'Gs'."  10. "Touch all of the 'Fs'."
BASIC SKILLS
COMMUNICATION SKILLS

NAMING LETTERS

19.2.2.5.4.0.1(479) Given 26 upper case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:


19.2.2.5.4.0.2(480) Given 26 lower case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:

6. "f" 13. "m" 20. "t"
NAMING SIGHT VOCABULARY

19.2.2.5.5.0.1(481) Given ten safety word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Walk"                              6. "Flammable"
2. "Stop"                              7. "Beware of Dog"
5. "Danger"                            10. "Keep Out"

19.2.2.5.5.0.2(482) Given ten public sign word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

3. "No Trespassing"                   8. "Restroom"
5. "Entrance"                         10. "No Smoking"

19.2.2.5.5.0.3(483) Given five public building title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:
BASIC SKILLS
COMMUNICATION SKILLS

1. "Fire Department"   3. "Police Station"
2. "Post Office"   4. "Hospital"

5. "Library"

19.2.2.5.5.0.4(484) Given 16 directional word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:


19.2.2.5.5.0.5(485) Given 12 flashcards containing the names of the months of the year, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:


19.2.2.5.5.0.6(486) Given nine flashcards containing the abbreviations of the months of the year, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.
BASIC SKILLS
COMMUNICATION SKILLS

This objective is mastered when the student names each of the following abbreviations:


19.2.2.5.5.0.7(487) Given seven flashcards containing the names of the days of the week, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Wednesday"  4. "Thursday"
2. "Friday"  5. "Monday"
7. "Tuesday"

19.2.2.5.5.0.8(488) Given seven flashcards containing the abbreviations of the days of the week, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.

This objective is mastered when the student names each of the following abbreviations:


19.2.2.5.5.0.9(489) Given eight flashcards containing familiar public titles or abbreviations of titles, the student will, with 100% accuracy, name each word or abbreviation when presented one at a time by the teacher.
BASIC SKILLS
COMMUNICATION SKILLS

This objective is mastered when the student names each of the following words and abbreviations:


19.2.2.5.5.0.10(490) Given nine family title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:


19.2.2.5.5.0.11(491) Given ten color word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

4. "Orange"

19.2.2.5.5.0.12(492) Given nine weather word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:
BASIC SKILLS
COMMUNICATION SKILLS


19.2.2.5.5.0.13(493) Given 30 essential helping word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

7. "be" ____ 15. "is" ____ 23. "at" ____

COMPREHENSION OF SIGHT VOCABULARY

19.2.2.5.6.0.1(494) Given two sets of five safety word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Hole with barricades, (2) Dog behind fence, (3) Policeman with hand up, (4) Boy walking, (5) Girl running away from fire)
BASIC SKILLS
COMMUNICATION SKILLS

(Flashcard: "Stop") (Flashcard: "Danger")
1. Touches picture #3  3. Touches picture #1

(Flashcard: "Fire Exit") (Flashcard: "Walk")
2. Touches picture #5  4. Touches picture #4

(Flashcard: "Beware of Dog")
5. Touches picture #2

(Pictures: (1) Burning curtains, (2) Boy at door, (3) Railroad Crossing, (4) Green light, (5) Bottle of poison)

(Flashcard: "Flammable") (Flashcard: "Go")
6. Touches picture #1  8. Touches picture #4

(Flashcard: "Poison") (Flashcard: "Keep Out")
7. Touches picture #5  9. Touches picture #2

(Flashcard: "Railroad Crossing")
10. Touches picture #3

19.2.2.5.6.0.2(495): Given two sets of five public sign word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy leaving room, (2) Lady smoking [covered by red X], (3) Girl entering washroom, (4) Telephone, (5) Chained drive)

(Flashcard: "Restroom") (Flashcard: "No Smoking")
1. Touches picture #3  3. Touches picture #2

(Flashcard: "No Trespassing") (Flashcard: "Exit")
2. Touches picture #5  4. Touches picture #1

(Flashcard: "Telephone")
5. Touches picture #4

(Pictures: (1) Group of women, (2) Boy entering room, (3) Boy eating [covered by red X], (4) Group of men, (5) Man painting fence)

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(Flashcard: "Wet Paint")  
6. Touches picture #5  
(Flashcard: "Women")  
8. Touches picture #1  
(Flashcard: "Entrance")  
7. Touches picture #2  
(Flashcard: "Men")  
9. Touches picture #4  
(Flashcard: "No Eating")  
10. Touches picture #3  

19.2.2.5.6.0.3(496) Given a set of five public building title flashcards and a set of five corresponding pictures, the student will, with 100% accuracy, touch the picture which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Fire Department, (2) Library, (3) Police Station, (4) Post Office, (5) Hospital)  
(Flashcard: "Library")  
1. Touches picture #2  
(Flashcard: "Hospital")  
3. Touches picture #5  
(Flashcard: "Police Station")  
(Flashcard: "Fire Department")  
4. Touches picture #1  
(Flashcard: "Post Office")  
5. Touches picture #4  

19.2.2.5.6.0.4(497) Given two sets of five directional word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy with left hand up, (2) Boy pulling wagon, (3) Closed door, (4) Boy with right hand up, (5) Open door)  
(Flashcard: "Pull")  
1. Touches picture #2  
(Flashcard: "Open")  
2. Touches picture #5
BASIC SKILLS
COMMUNICATION SKILLS

(Flashcard: "Right")
3. Touches picture #4

(Flashcard: "Left")
4. Touches picture #1

(Flashcard: "Close")
5. Touches picture #3

(Pictures: (1) Back of girl, (2) Boy pushing car, (3) Airplane going down, (4) Front of girl, (5) Airplane going up)

(Flashcard: "Front")
6. Touches picture #4

(Flashcard: "Back")
8. Touches picture #1

(Flashcard: "Down")
7. Touches picture #3

(Flashcard: "Up")
9. Touches picture #5

(Flashcard: "Push")
10. Touches picture #2

19.2.2.5.6.0.5(498) Given a set of flashcards containing the teacher's name and the names of one half of the student's classmates, the student will, with 100% accuracy, touch each person designated by the flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each flashcard presentation:

1. Touches first designated person
2. Touches second designated person
3. Touches all designated persons

19.2.2.5.6.0.6(499) Given two sets of five color word flashcards and two sets of five 3" x 3" colored construction paper squares, the student will, with 100% accuracy, touch the color square in each set which is designated by each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Color squares: (1) Yellow, (2) Purple, (3) Black, (4) Green, (5) Brown)
(Flashcard: "Black")
1. Touches square #3

(Flashcard: "Brown")
3. Touches square #5

(Flashcard: "Yellow")
2. Touches square #1

(Flashcard: "Green")
4. Touches square #4

(Flashcard: "Purple")
5. Touches square #2

(Color squares: (1) Red, (2) White, (3) Pink, (4) Orange, (5) Blue)

(Flashcard: "Orange")
6. Touches square #4

(Flashcard: "Blue")
8. Touches square #5

(Flashcard: "Red")
7. Touches square #1

(Flashcard: "White")
9. Touches square #2

(Flashcard: "Pink")
10. Touches square #3
BASIC SKILLS COMPETENCY

NUMBER SKILLS

COUNTING AND NUMERAL IDENTIFICATION

ORAL COUNTING

Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 10 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:
   
   "1" — "3" — "5" — "7" — "9"
   "2" — "4" — "6" — "8" — "10"

2. Counts numbers in correct order

Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 25 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:
   
   "1" — "6" — "11" — "16" — "21"
   "2" — "7" — "12" — "17" — "22"
   "3" — "8" — "13" — "18" — "23"
   "4" — "9" — "14" — "19" — "24"
   "5" — "10" — "15" — "20" — "25"

2. Counts numbers in correct order

Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 100 in sequential order.

This objective is mastered when the student:
BASIC SKILLS
NUMBER SKILLS

1. Counts numbers 1-5 orally ___  5. Counts numbers 21-30 orally ___
2. Counts numbers 6-10 orally ___  6. Counts numbers 31-50 orally ___
3. Counts numbers 11-15 orally ___  7. Counts numbers 51-75 orally ___
4. Counts numbers 16-20 orally ___  8. Counts numbers 76-100 orally ___
9. Counts numbers in correct order ___

19.2.3.1.1.0.4(503) Given a request by the teacher, the student will, with 100% accuracy, orally count by 10s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 10s to 100:
   "10" ___ "20" ___ "30" ___ "40" ___ "50" ___ "60" ___ "70" ___ "80" ___ "90" ___ "100" ___
2. Counts in correct order ___

19.2.3.1.1.0.5(504) Given a request by the teacher, the student will, with 100% accuracy, orally count by 5s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 5s to 100:
   "5" ___ "10" ___ "15" ___ "20" ___ "25" ___ "30" ___ "35" ___ "40" ___ "45" ___ "50" ___ "55" ___ "60" ___ "65" ___ "70" ___ "75" ___ "80" ___ "85" ___ "90" ___ "95" ___ "100" ___
2. Counts in correct order ___
BASIC SKILLS
NUMBER SKILLS

19.2.3.1.0.6(505) Given a request by the teacher, the student will, with 100% accuracy, orally count by 2s to 20 in sequential order.

This objective is mastered when the student:

1. Counts orally by 2s to 20:
   "2"    "6"    "10"    "14"   "18"
   "4"    "8"    "12"    "16"    "20"

2. Counts in correct order

COUNTING OBJECTS

19.2.3.2.0.1(506) Given ten objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

1. Counts objects correctly to:
   1    3    5    7    9
   2    4    6    8    10

2. Touches each object

3. Maintains one-to-one correspondence

4. Counts each object only once

5. Does not omit any objects

6. Uses correct sequence of numbers

19.2.3.2.0.2(507) Given 30 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:
BASIC SKILLS
NUMBER SKILLS

1. Counts objects correctly to:
   
   10 ___ 15 ___ 20 ___
   
   12 ___ 18 ___ 30 ___

2. Touches each object

3. Maintains one-to-one correspondence

4. Counts each object only once

5. Does not omit any objects

6. Uses correct sequence of numbers

19.2 .3.1.2.0.3(508) Given 100 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student

1. Counts objects correctly to:

   30 ___ 50 ___ 70 ___ 90 ___
   
   40 ___ 60 ___ 80 ___ 100 ___

2. Touches each object

3. Maintains one-to-one correspondence

4. Counts each object only once

5. Does not omit any objects

6. Uses correct sequence of numbers

19.2 .3.1.2.0.4(509) Given four presentations of 12 objects, the student will, with 100% accuracy, pick up a designated number of objects for each presentation.

This objective is mastered when the student responds correctly to each of the requests below:
1. "Give me two." ___  (Return objects to collection)

2. "Give me six." ___  (Return objects to collection)

3. "Give me eight." ___  (Return objects to collection)

4. "Give me eleven." ___  (Return objects to collection)

NUMERAL IDENTIFICATION

19.2.3.1.3.0.1(510) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, touch the correct flashcard when each of the 11 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)


5. "Touch 0." ___  11. "Touch number 7." ___

6. "Touch number 1." ___

19.2.3.1.3.0.2(511) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, touch the correct flashcard when each of the 26 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5)

1. "Touch 0." ___  2. "Touch number 3." ___
BASIC SKILLS
NUMBER SKILLS


(Flashcards: 6, 7, 8, 9, 10)
11. "Touch number 10." ___

(Flashcards: 11, 12, 13, 14, 15)
16. "Touch number 13." ___

(Flashcards: 16, 17, 18, 19, 20)
21. "Touch number 18." ___

(Flashcards: 21, 22, 23, 24, 25)
26. "Touch number 22." ___

NAMING NUMERALS

19.2.3.1.4.0.1(512) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.
This objective is mastered when the student names each of the following numerals:


19.2.3.1.4.0.2(513) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:


19.2.3.1.4.0.3(514) Given 101 numeral flashcards from 0 to 100, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:


19.2.3.1.4.0.3(514) Given 101 numeral flashcards from 0 to 100, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

BASIC SKILLS
NUMBER SKILLS

17. "16"  35. "34"  52. "51"  69. "68"  86. "85"
33. "32"

QUANTITATIVE CONCEPTS

19.2.3.1.5.0.1(515) Given five pairs of pictures (one picture in each pair showing only one object and one picture in each pair showing two or more objects), the student will, with 100% accuracy, give the teacher the picture illustrating only one object or the picture illustrating two or more objects requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:
19.2.3.1.5.0.2(516) Given five sets of varying quantities of blocks, the student will, with 100% accuracy, give the teacher all, some, or none of the blocks from each set, in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 6 Blocks)
1. "Give me all of the blocks."

(Stimuli: 20 Blocks)
2. "Give me some of the blocks."
3. "Give me all of the blocks."

(Stimuli: 3 Blocks)
4. "Give me none of the blocks."
5. "Give me some of the blocks."

19.2.3.1.5.0.3(517) Given a row of 12 blocks, the student will, with 100% accuracy, touch the first block, the second block, the third block, the tenth block, and the last block in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:
BASIC SKILLS

NUMBER SKILLS

2. "Touch the last block."  4. "Touch the first block."

5. "Touch the tenth block."

19.2.3.1.5.0.4(518) Given 15 pencils and 20 blocks, the student will, with 100% accuracy, give the teacher a dozen pencils and a dozen blocks, in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me a dozen pencils."  2. "Give me a dozen blocks."

19.2.3.1.5.0.5(519) Given six pairs of numbers (no two numbers in each pair being identical), the student will, with 100% accuracy, touch the higher or the lower number requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Numerals: 1 and 5)
1. "Touch the number that is more."

(Numerals: 32 and 48)
2. "Touch the number that is more."

(Numerals: 24 and 7)
3. "Touch the number that is more."

(Numerals: 50 and 82)
4. "Touch the number that is less."

(Numerals: 49 and 72)
5. "Touch the number that is less."

(Numerals: 19 and 3)
6. "Touch the number that is less."
Given five symbol flashcards, the student will, with 100% accuracy, name each symbol when presented one at a time by the teacher. This objective is mastered when the student names each of the following symbols:

1. +  
2. -  
3. $  
4. =  
5. c  

BASIC SKILLS
NUMBER SKILLS
MONEY HANDLING SKILLS

COIN IDENTIFICATION

19.2.3.2.1.0.1(521) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, touch each of the coins when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, Nickel, Dime, Quarter, Half-Dollar)

2. "Touch the quarter." 4. "Touch the half-dollar."
5. "Touch the dime."

19.2.3.2.1.0.2(522) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, name each of the coins when presented by the teacher.

This objective is mastered when the student names each of the following coins:


PAPER MONEY IDENTIFICATION

19.2.3.2.2.0.1(523) Given a $1.00 bill, a $5.00 bill, a $10.00 bill, and a $20.00 bill, the student will, with 100% accuracy, touch each bill when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. $1.00 bill 2. $5.00 bill 3. $10.00 bill 4. $20.00 bill
BASIC SKILLS
NUMBER SKILLS

(Stimuli: $10.00 bill, $1.00 bill, $20.00 bill, $5.00 bill)

1. "Touch the $5.00 bill."  
2. "Touch the $10.00 bill."  
3. "Touch the $1.00 bill."  
4. "Touch the $20.00 bill."

19.2.3.2.0.2(524) Given a $1.00 bill, a $5.00 bill, a $10.00 bill, and a $20.00 bill, the student will, with 100% accuracy, name each of the bills when presented by the teacher.

This objective is mastered when the student names each of the following bills:

1. $1.00 bill  
2. $10.00 bill  
3. $5.00 bill  
4. $20.00 bill

READING PRICE TAGS

19.2.3.2.3.0.1(525) Given five objects with price tags under $1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:

1. Bandaids - 33¢  
2. Plastic bowl - 26¢  
3. Comb - 17¢  
4. Can opener - 50¢  
5. Tooth brush - 62¢

19.2.3.2.3.0.2(526) Given five objects with price tags over $1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:
BASIC SKILLS
NUMBER SKILLS

1. Jeans - $5.98
2. Salt & Pepper Shakers - $1.29
3. Underwear - $1.33
4. Washcloth - $1.15
5. Necklace - $3.00

NAMING COIN COMBINATION VALUES

19.2.3.2.4.0.1(527) Given a penny, a nickel, a dime, a quarter, and one half-dollar, the student will, with 100% accuracy, state the cent value of each of the coins, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coins:

1. Dime = 10c
2. Penny = 1c
3. Quarter = 25c
4. Nickel = 5c
5. Half-dollar = 50c

19.2.3.2.4.0.2(528) Given ten pennies, four nickels, four dimes, and one quarter, the student will, with 100% accuracy, state the cent value of each of five combinations of coins with values up to 50c, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coin combinations:

1. 5 pennies = 5c
2. 8 pennies + 1 nickel = 13c
3. 1 nickel + 1 dime = 15c
4. 3 nickels + 2 dimes = 35c
5. 4 pennies + 2 nickels + 1 dime + 1 quarter = 49c
MONEY CONCEPTS

19.2.3.2.5.0.1(529) Given five pairs of coins and currency (penny-dime, quarter-dime, nickel-quarter, quarter-dollar bill, dollar bill-ten dollar bill), the student will, with 100% accuracy, touch the coin or currency in each pair which is worth more or less in response to five specific teacher questions about monetary value.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, dime)
1. "Touch the money which is more." ___

(Stimuli: Quarter, dime)
2. "Touch the money which is more." ___

(Stimuli: Nickel, quarter)
3. "Touch the money which is less." ___

(Stimuli: Quarter, one dollar bill)
4. "Touch the money which is more." ___

(Stimuli: One dollar bill, ten dollar bill)
5. "Touch the money which is less." ___

19.2.3.2.5.0.2(530) Given five pairs of pictures (one picture in each pair showing a relatively expensive item and one picture in each pair showing a relatively inexpensive item), the student will, with 100% accuracy, touch the picture illustrating the more expensive item or the picture illustrating the less expensive item requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher's request for that pair:

(Pictures: Pencil, watch)
1. "Touch the picture of the thing which costs more." ___

(Pictures: T.V., dress)
2. "Touch the picture of the thing which costs less." ___

(Pictures: Pumpkin, boat)
3. "Touch the picture of the thing which costs less." ___

(Pictures: Bicycle, house)
4. "Touch the picture of the thing which costs more." ___
BASIC SKILLS  
NUMBER SKILLS

(Pictures: Airplane, car)

5. "Touch the picture of the thing which costs more."

MONETARY EXCHANGE

19.2.3.2.6.0.1(531) Given a request by the teacher, the student will, with 100% accuracy, state that there are five pennies in one nickel, two nickels in one dime, five nickels in one quarter, two quarters in a half-dollar, and four quarters in a dollar.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many pennies are in one nickel?"
2. "How many nickels are in one dime?"
3. "How many nickels are in one quarter?"
4. "How many quarters are in a half-dollar?"
5. "How many quarters are in one dollar?"

19.2.3.2.6.0.2(532) Given five pennies, two nickels, one dime, and one quarter, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of four coin combinations with values up to 10¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a nickel, a dime, and a quarter. Place five pennies in front of him.)
1. Exchanges nickel for five pennies

(Give the student a nickel, a dime, and a quarter. Place five pennies and one nickel in front of him.)
2. Exchanges dime for five pennies and one nickel

(Give the student five pennies, a dime, and a quarter. Place two nickels in front of him.)
3. Exchanges dime for two nickels
BASIC SKILLS
NUMBER SKILLS

(Give the student five pennies, a dime, and a quarter. Place one nickel in front of him.)

4. Exchanges five pennies for one nickel

19.2.3.2.6.0.3(533) Given ten pennies, five nickels, three dimes, and one quarter, the student will, with 100% accuracy, hand the teacher the equivalent of each of three combinations with values up to 25¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a dime, a quarter, and a penny. Place five nickels in front of him.)

1. Exchanges quarter for five nickels

(Give the student five pennies, a quarter, and a dime. Place three nickels in front of him.)

2. Exchanges five pennies and one dime for three nickels

(Give the student two nickels, a dime, and a quarter. Place one nickel and two dimes in front of him.)

3. Exchanges quarter for one nickel and two dimes

19.2.3.2.6.0.4(534) Given ten pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, hand the teacher the equivalent of each of three coin combinations with values from 26¢ to 50¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student two quarters, three nickels, and two pennies. Place five dimes in front of him.)

1. Exchanges two quarters for five dimes

(Give the student one quarter, one dime, and five pennies. Place two nickels and two dimes in front of him.)

2. Exchanges one quarter and five pennies for two nickels and two dimes

(Give the student three dimes, three nickels, and five pennies. Place one quarter, one nickel, and two dimes in front of him.)

3. Exchanges three dimes, three nickels, and five pennies for one quarter, one nickel, and two dimes
BASIC SKILLS
NUMBER SKILLS

19.2.3.2.6.0.5(535) Given three checks made out in varying amounts of less than $15.00 and a collection of fifteen dollars in paper money and coins, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of the three checks.

This objective is mastered when the student gives the correct amount of money in exchange for checks in the following amounts:

1. $3.50  
2. $7.25  
3. $10.00

MAKING CHANGE FOR UP TO $1.00

19.2.3.2.7.0.1(536) Given two objects each with price tags under 10¢, ten pennies, two nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 10¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a nickel in payment for a balloon with a 3¢ price tag.)
   1. Gives 2¢ change

(Give the student a dime in payment for a candy bar with a 5¢ price tag.)
   2. Gives 5¢ change

19.2.3.2.7.0.2(537) Given two objects each with price tags under 25¢, ten pennies, three nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 25¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a quarter in payment for a jump rope with a 10¢ price tag.)
   1. Gives 15¢ change

(Give the student a quarter in payment for a ribbon with a 5¢ price tag.)
   2. Gives 20¢ change

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19.2.3.2.7.0.3(538) Given two objects each with price tags under 50¢, ten pennies, four nickels, and two dimes, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 50¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student two quarters in payment for a ball with a 35¢ price tag.)
1. Gives 15¢ change

(Give the student one dime and one quarter in payment for a book with a 27¢ price tag.)
2. Gives 8¢ change

19.2.3.2.7.0.4(539) Given two objects each with price tags under $1.00, five pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, give the teacher the correct change for an amount up to $1.00, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a $1.00 bill in payment for a doll with a 90¢ price tag.)
1. Gives 10¢ change

(Give the student three quarters in payment for a toy horn with a 67¢ price tag.)
2. Gives 8¢ change

SHOPPING

19.2.3.2.8.0.1(540) Given a grocery store, a grocery list with four items ranging in price from 10¢ to $5.00, and more than enough money in bills to buy the items, the student will, with 100% accuracy, locate and place all of the items in a grocery cart, take the items to the cashier, pay for the items, and count the change.

This objective is mastered when the student:

1. Gets grocery cart

2. Pushes cart safely through store
3. Correctly identifies four items specified on list
4. Carefully places four items in grocery cart
5. Selects only four items on list
6. Requests information from store personnel or customers (if necessary)
7. Empties cart at cashier's counter
8. Presents money to cashier when given total cost
9. Counts change
BASIC SKILLS
NUMBER SKILLS

MEASUREMENT

SIZE DISCRIMINATION

19.2.3.1.0.1(541) Given six pairs of pictures, one picture in each pair showing a big (large) object and one picture in each pair showing a little (small) object, the student will, with 100% accuracy, touch the picture illustrating the big (large) object or the picture illustrating the little (small) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Large ball, small ball)
1. "Touch the picture of the large ball."

(Pictures: Small block, large block)
2. "Touch the picture of the small block."

(Pictures: Little box, big box)
3. "Touch the picture of the big box."

(Pictures: Big pencil, little pencil)
4. "Touch the picture of the little pencil."

(Pictures: Big shoe, little shoe)
5. "Touch the picture of the little shoe."

(Pictures: Big truck, little truck)
6. "Touch the picture of the big truck."

19.2.3.1.0.2(542) Given six pairs of pictures, one picture in each pair showing a long (tall) object and one picture in each pair showing a short object, the student will, with 100% accuracy, touch the picture illustrating the long (tall) object or the picture illustrating the short object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Short glass, tall glass)
1. "Touch the picture of the tall glass."

(Pictures: Short ribbon, long ribbon)
2. "Touch the picture of the short ribbon."
BASIC SKILLS

NUMBER SKILLS

(Pictures: Long chalk, short chalk)
3. "Touch the picture of the long chalk."

(Pictures: Short rope, long rope)
4. "Touch the picture of the short rope."

(Pictures: Short can, tall can)
5. "Touch the picture of the short can."

(Pictures: Long ruler, short ruler)
6. "Touch the picture of the long ruler."

19.2.3.3.1.0.3(543) Given six pairs of pictures, one picture in each pair showing a fat (wide) object and one picture in each pair showing a thin (narrow) object, the student will, with 100% accuracy, touch the picture illustrating the fat (wide) object or the picture illustrating the thin (narrow) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Wide glass, narrow glass)
1. "Touch the picture of the wide glass."

(Pictures: Thin rope, fat rope)
2. "Touch the picture of the thin rope."

(Pictures: Narrow box, wide box)
3. "Touch the picture of the narrow box."

(Pictures: Thin can, fat can)
4. "Touch the picture of the fat can."

(Pictures: Narrow book, wide book)
5. "Touch the picture of the wide book."

(Pictures: Fat man, thin man)
6. "Touch the picture of the fat man."

WEIGHT

19.2.3.3.2.0.1(544) Given a scale for measuring pounds and three packages
varying in weight from one to five pounds, the student will, with 100% accuracy, place one package at a time on the scale and state the weight of each package to the nearest pound.

This objective is mastered when the student:

1. Places package on scale
2. States weight of package to nearest pound
3. Removes package from scale
4. Repeats numbers 1-3 for second package
5. Repeats numbers 1-3 for third package

19.2.3.3.2.0.2(545) Given three pairs of 5" x 5" x 5" boxes (one heavy and one light box in each pair), the student will, with 100% accuracy, hand the teacher the heavy or light box requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Heavy box - light box)
1. "Give me the heavy box."  

(Stimuli: Heavy box - light box)
2. "Give me the light box."  

(Stimuli: Light box - heavy box)
3. "Give me the light box."  

TEMPERATURE

19.2.3.3.0.1(546) Given a thermometer outside the classroom and three separate situations to read the temperature, the student will tell the temperature by stating the number corresponding to the level of mercury within three degrees.

This objective is mastered when the student:
BASIC SKILLS

NUMBER SKILLS

1. Reads temperature for first situation

2. Reads temperature correctly (within three degrees)

3. Reads temperature for second situation

4. Reads temperature correctly (within three degrees)

5. Reads temperature for third situation

6. Reads temperature correctly (within three degrees)

TIME / CALENDAR KNOWLEDGE

19.2.3.3.4.0.1(547) Given a request by the teacher, the student will, with 100% accuracy, name the seven days of the week in order, and tell which days are considered to be weekends.

This objective is mastered when the student:

1. Names days of week:
   "Monday"  "Tuesday"  "Wednesday"
   "Thursday" "Friday"  "Saturday"
   "Sunday"

2. Names days of week in order

3. Names days of the week-end:
   "Saturday" "Sunday"

19.2.3.3.4.0.2(548) Given a request by the teacher, the student will, with 100% accuracy, name the twelve months of the year in order.

This objective is mastered when the student:
1. Names months of year:
   "January"  "May"  "September"
   "February" "June" "October"
   "March"   "July"  "November"
   "April"   "August" "December"

2. Names months in correct order

19.2.3.3.4.0.3(549) Given four pairs of pictures (one picture showing day-time and one picture showing night-time in each pair), the student will, with 100% accuracy, touch the picture illustrating day-time or the picture illustrating night-time requested from each pair.
   This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:
   (Pictures: Day-time, night-time)
   1. "Touch the picture which shows day-time."  
   (Pictures: School-time activity, night-time activity)
   2. "Touch the picture which shows what you do during the night-time." 
   (Pictures: Night-time, day-time)
   3. "Touch the picture which shows night-time." 
   (Pictures: School-time activity, night-time activity)
   4. "Touch the picture which shows what you do during the day-time." 

19.2.3.3.4.0.4(550) Given a request by the teacher, the student will, with 100% accuracy, state that there are seven days in a week, twelve months in a year, and 52 weeks in a year.
   This objective is mastered when the student responds correctly to each of the requests below:
   1. "How many days are in one week?" 
   2. "How many months are in one year?"
3. "How many weeks are in one year?"

TIME - CALENDAR USE

19.2.3.5.0.1(551) Given a closed calendar, the student will, with 100% accuracy, open the calendar to each of five different months named by the teacher.

This objective is mastered when the student opens the calendar to:


19.2.3.5.0.2(552) Given a calendar open to the month of May, the student will, with 100% accuracy, touch the correct day for each of five dates named by the teacher.

This objective is mastered when the student touches the correct day for:


19.2.3.5.0.3(553) Given a calendar with the holidays clearly marked, the student will, with 100% accuracy, touch one holiday on the calendar in each of five different months named by the teacher.

This objective is mastered when the student:

1. Opens calendar to December ___
2. Touches holiday in December ___
3. Opens calendar to February
4. Touches holiday in February
5. Opens calendar to November
6. Touches holiday in November
7. Opens calendar to October
8. Touches holiday in October
9. Opens calendar to July
10. Touches holiday in July

19.2.3.3.5.0.4(554) Given a large demonstration calendar open to the current month, the student will, with 100% accuracy, touch the name of the month, the current day of the week, and the current date on the calendar.

This objective is mastered when the student:
1. Touches name of month
2. Touches name of current day of week
3. Touches current date

19.2.3.3.5.0.5(555) Given a calendar open to the current month, the student will, with 100% accuracy, state the correct days of the week and dates for today, yesterday, and tomorrow.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>TODAY</th>
<th>TOMORROW</th>
<th>YESTERDAY</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
BASIC SKILLS
NUMBER SKILLS

TELLING TIME WITH A CLOCK

19.2.3.3.6.0.1(556) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 9:00  
2. 2:00  
3. 11:00

19.2.3.3.6.0.2(557) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the half-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 11:30  
2. 3:30  
3. 4:30

19.2.3.3.6.0.3(558) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the quarter-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 6:15  
2. 12:15  
3. 5:45

19.2.3.3.6.0.4(559) Given five pairs of pictures of clocks (one picture in each pair showing a before the hour setting and one picture in each pair showing an after the hour setting), the student will, with 100% accuracy, touch the picture illustrating before the hour or the picture illustrating after the hour requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:
BASIC SKILLS

NUMBER SKILLS

(Pictures: 10:40 - 11:20)
1. "Touch the clock that shows twenty minutes before 11:00."

(Pictures: 1:50 - 2:10)
2. "Touch the clock that shows ten minutes after 2:00."

(Pictures: 6:55 - 7:05)
3. "Touch the clock that shows five minutes before 7:00."

(Pictures: 11:35 - 12:25)
4. "Touch the clock that shows twenty-five minutes after 12:00."

(Pictures: 4:59 - 5:01)
5. "Touch the clock that shows one minute before 5:00."

19.2.3.6.0.5(560) Given a demonstration clock, the student will state the time within plus or minus one minute of the correct time for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings.

1. 6:05  2. 11:18  3. 5:56

DRY MEASURE

19.2.3.3.7.0.1(561) Given eight measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, and the 1/4 teaspoon measure when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1/4 cup, 1 cup, 1/2 cup, and 1/3 cup)


BASIC SKILLS

NUMBER SKILLS

(Stimuli: 1 teaspoon, 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon)

5. "Touch 1 tablespoon."  

6. "Touch 1/2 teaspoon."  

7. "Touch 1 teaspoon."  

8. "Touch 1/4 teaspoon."  

19.2.3.3.7.0.2(562) Given a cup, a teaspoon, a tablespoon, a container of flour, a table, a bowl, and a knife, the student will, to the satisfaction of the teacher, completely fill each utensil with flour, remove any excess flour from the utensil by leveling with the knife, and empty the flour into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup

2. Fills cup completely with flour

3. Picks up knife

4. Uses knife to level flour in cup

5. Holds cup over top of container while leveling

6. Pours cup of flour into bowl

7. Fills cup without spilling outside of container

8. Levels without spilling outside of container

9. Pours flour into bowl without spilling

10. Repeats numbers 1-9 for teaspoon

11. Repeats numbers 1-9 for tablespoon

19.2.3.3.7.0.3(563) Given twelve flashcards containing quantitative words and their abbreviations, the student will, with 100% accuracy, name each word or abbreviation when requested by the teacher.

This objective is mastered when the student names each of the following words and abbreviations:

254
BASIC SKILLS

NUMBER SKILLS


19.2.3.3.0.4(564) Given six pairs of containers (one full container and one empty container in each pair), the student will, with 100% accuracy, touch the full container or empty container requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Empty box – full box)  
1. "Touch the full box."  
(Stimuli: Empty pan – full pan)  
2. "Touch the full pan."  
(Stimuli: Full bottle – empty bottle)  
3. "Touch the empty bottle."  
(Stimuli: Empty cup – full cup)  
4. "Touch the full cup."  
(Stimuli: Full can – empty can)  
5. "Touch the empty can."  
(Stimuli: Empty bag – full bag)  
6. "Touch the full bag."

LIQUID MEASURE

19.2.3.3.8.0.1(565) Given 13 measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, the 1/4 teaspoon measure, the 1 pint measure, the 1 quart measure, the 1 gallon measure, the 1/2 gallon measure, and the capful measure, when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1 cup, 1/3 cup, 1/2 cup, 1/4 cup)  
2. "Touch 1/3 cup."  4. "Touch 1 cup."
BASIC SKILLS
NUMBER SKILLS

(Stimuli: 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon, 1 teaspoon)


(Stimuli: quart container, cap, 1/2 gallon container, pint container, gallon container)

13. "Touch 1 gallon."

19.2.3.3.8.0.2(566) Given a bowl, a quart container of water, a cup, a teaspoon, a tablespoon, a cap from a bottle of cleaning liquid, and a tray, the student will, to the satisfaction of the teacher, fill each utensil with water so that each is at least 3/4 full but not overflowing, and pour the liquid into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup  
2. Picks up water container  
3. Holds cup and water container over tray  
4. Fills cup at least 3/4 full  
5. Pours cup of water into bowl  
6. Fills cup with little spillage  
7. Pours water into bowl with little spillage  
8. Repeats numbers 1-7 for teaspoon  
9. Repeats numbers 1-7 for tablespoon  
10. Repeats numbers 1-7 for bottle cap
LINEAR MEASURE

19.2.3.3.9.0.1(567) Given a request by the teacher, the student will, with 100% accuracy, state that there are 12 inches in one foot, three feet in one yard, and 36 inches in one yard.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many inches are in one foot?"
2. "How many feet are in one yard?"
3. "How many inches are in one yard?"

19.2.3.3.9.0.2(568) Given a pencil, a 12 inch ruler, and a yardstick, the student will, within plus or minus 1/4" of the desired length, touch with the pencil two different inch locations and two different 1/2 inch locations on both the ruler and the yardstick.

This objective is mastered when the student:

1. Touches 1" mark on ruler
2. Touches 5" mark on ruler
3. Touches 2 1/2" mark on ruler
4. Touches 10 1/2" mark on ruler
5. Touches 12" mark on yardstick
6. Touches 24" mark on yardstick
7. Touches 16 1/2" mark on yardstick
8. Touches 28 1/2" mark on yardstick
9. Touches within 1/4" of all locations

19.2.3.3.9.0.3(569) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or
BASIC SKILLS
NUMBER SKILLS

minus 1/4" of the desired length, measure two objects to the inch using the ruler, and two objects to the inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)
1. Measures 4" long pencil
2. Measures 11" long stick
3. Measures 13" long stick
4. Measures 26 1/2" long stick
5. Measures within 1/4" of actual length

(Using yardstick:)
3. Measures 32 1/2" long stick
4. Measures 14 1/2" long stick
5. Measures within 1/4" of actual length

19.2.3.3.9.0.4(570) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or minus 1/4" of the desired length, measure two objects to the 1/2 inch using the ruler, and two objects to the 1/2 inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)
1. Measures 2 1/2" long pencil
2. Measures 7 1/2" long pencil

(Using yardstick:)
3. Measures 32 1/2" long stick
4. Measures 14 1/2" long stick
5. Measures within 1/4" of actual length

19.2.3.3.9.0.5(571) Given a 12 inch ruler, a yardstick, a pencil, and a large sheet of unlined paper, the student will, within plus or minus 1/4" of the desired length, use the ruler and the yardstick to draw two lines of varying length to the nearest 1/2 inch, and two lines of varying length to the nearest inch.

This objective is mastered when the student:
BASIC SKILLS
NUMBER SKILLS

(Using ruler:)
1. Draws 3" line
2. Draws 4 1/2" line
5. Draws lines to within 1/4" of desired length

(Using yardstick:)
3. Draws 31" line
4. Draws 19 1/2" line
### ADDITION

#### 19.2.3.4.1.0.1(572) Given a pencil and a paper containing five one digit addition problems with sums less than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>+3</td>
<td>+5</td>
<td>+1</td>
<td>+0</td>
<td>+2</td>
</tr>
<tr>
<td>(5)</td>
<td>(9)</td>
<td>(7)</td>
<td>(9)</td>
<td>(9)</td>
</tr>
</tbody>
</table>

#### 19.2.3.4.1.0.2(573) Given a pencil and a paper containing five one digit addition problems with sums equal to or greater than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>+8</td>
<td>+9</td>
<td>+5</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>(16)</td>
<td>(14)</td>
<td>(12)</td>
<td>(18)</td>
<td>(15)</td>
</tr>
</tbody>
</table>

#### 19.2.3.4.1.0.3(574) Given a pencil and a paper containing five two or more digit addition problems which do not require carrying, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

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<tbody>
<tr>
<td>1</td>
<td>23</td>
<td>2</td>
<td>126</td>
<td>3</td>
</tr>
<tr>
<td>+56</td>
<td>+841</td>
<td>+1253</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(79)</td>
<td>(967)</td>
<td>(5869)</td>
<td></td>
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</tr>
</tbody>
</table>
19.2.3.4.1.0.4(575) Given a pencil and a paper containing five or more digit addition problems which require carrying, the student will, with 100% accuracy, add, carry, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. \(18 + 23\)  
2. \(52 + 73\)  
3. \(643 + 486\)
\[\text{sum} = 1129\]

4. \(135 + 29\)
5. \(8783 + 319\)
\[\text{sum} = 9102\]

SUBTRACTION

19.2.3.4.2.0.1(576) Given a pencil and a paper containing five one digit subtraction problems, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. \(6 - 3\)  
2. \(2 - 1\)  
3. \(5 - 4\)  
4. \(9 - 9\)  
5. \(7 - 0\)
\[\text{difference} = (3, 1, 1, 0, 7)\]
BASIC SKILLS
NUMBER SKILLS

19.2.3.4.2.0.2(577) Given a pencil and a paper containing five two or more digit subtraction problems which do not require borrowing, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

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<tbody>
<tr>
<td>1. 67</td>
<td>2. 634</td>
<td>3. 358</td>
</tr>
<tr>
<td>-34</td>
<td>-213</td>
<td>-317</td>
</tr>
<tr>
<td>(33)</td>
<td>(421)</td>
<td>(41)</td>
</tr>
</tbody>
</table>

4. 593
-201
(392)

5. 9624
-5312
(4312)

19.2.3.4.2.0.3(578) Given a pencil and a paper containing five two or more digit subtraction problems which require borrowing, the student will, with 100% accuracy, subtract, borrow, and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

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<tbody>
<tr>
<td>1. 43</td>
<td>2. 516</td>
<td>3. 80</td>
</tr>
<tr>
<td>-28</td>
<td>-93</td>
<td>-36</td>
</tr>
<tr>
<td>(15)</td>
<td>(423)</td>
<td>(44)</td>
</tr>
</tbody>
</table>

4. 642
-345
(297)

5. 3364
-1425
(1939)
OCCUPATIONAL COMPETENCY
VOCATIONAL ADJUSTMENT
GENERAL WORK SKILLS

WORK CONCEPTS

19.3.1.1.1.0.1(579) Given five pairs of pictures (one picture in each pair showing a work situation and one picture in each pair showing a play situation), the student will, with 100% accuracy, touch the picture illustrating work or the picture illustrating play requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Carpenter, man swinging)
1. "Touch the picture which shows work."

(Pictures: Ditch digger, two men playing catch)
2. "Touch the picture which shows play."

(Pictures: Lady swimming, secretary working)
3. "Touch the picture which shows work."

(Pictures: People playing cards, house painter)
4. "Touch the picture which shows work."

(Pictures: Garbageman, horseshoe players)
5. "Touch the picture which shows play."

19.3.1.1.1.0.2(580) Given two sets of five pictures which depict work and play situations, the student will, with 100% accuracy, touch all the pictures in each set which correctly answer specific teacher questions about work and play.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Lineman, man in hammock, firefighter, person sleeping, person at church)
1. "Touch all the pictures of people doing things for which they would receive pay."

(Pictures: Man building house, person roller skating, nurse, policeman directing traffic, people dancing)
2. "Touch all the pictures of people doing things for which they would not receive pay."
SORTING

19.3.1.1.2.0.1(581) Given five 4" x 4" x 4" open-topped boxes of the following colors: black, blue, red, green, and yellow, and fifty colored plastic chips (ten black, ten blue, ten red, ten green, and ten yellow), the student will, with 100% accuracy, place all ten same-colored plastic chips in each box of the corresponding color.

This objective is mastered when the student:

1. Places chips into five boxes
2. Places all red chips in red box
3. Places all blue chips in blue box
4. Places all yellow chips in yellow box
5. Places all black chips in black box
6. Places all green chips in green box

19.3.1.1.2.0.2(582) Given an assortment of five screws, five nuts, five bolts, five washers, and four empty labeled jars (one labeled with a picture of a screw, one labeled with a picture of a nut, one labeled with a picture of a bolt, and one labeled with a picture of a washer), the student will, with 100% accuracy, place all the screws, nuts, bolts, and washers in the appropriately labeled jars.

This objective is mastered when the student:

1. Places all nuts in appropriate jar
2. Places all screws in appropriate jar
3. Places all washers in appropriate jar
4. Places all bolts in appropriate jar

19.3.1.1.2.0.3(583) Given 25 screws (five each of five different sizes), and five jars each containing a sample of one of the five different screw sizes, the student will, with 100% accuracy, place each of the screws in the jar containing the same-sized sample screw.
OCCUPATIONAL
VOCATIONAL ADJUSTMENT

This objective is mastered when the student:

1. Places first group of five same-sized screws in appropriate jar
2. Places second group of five same-sized screws in appropriate jar
3. Places third group of five same-sized screws in appropriate jar
4. Places fourth group of five same-sized screws in appropriate jar
5. Places fifth group of five same-sized screws in appropriate jar

ASSEMBLING

19.3.1.3.0.1(584) Given two 1/4" x 12" x 12" pieces of masonite, each with five 1/2" holes in corresponding locations (one in the center and the four other holes quadrilaterally symmetrical near each of the four corners), the student will, to the satisfaction of the teacher, place one masonite board on top of the other so that all five holes are aligned.

This objective is mastered when the student:

1. Places masonite boards together 3. Aligns corner holes
2. Aligns center holes 4. Aligns all holes

19.3.1.3.0.2(585) Given a 1/4" x 12" x 12" piece of masonite drilled with ten 3/8" holes (in two evenly spaced rows of five), ten 1 1/2" x 3/8" machine bolts, ten 3/8" hex nuts, and a completed task sample, the student will, to the satisfaction of the teacher, insert a bolt in each hole and tighten it with a hex nut so that all ten bolts are secure and protruding from the same side of the masonite as in the task sample.

This objective is mastered when the student:

1. Picks up bolt 5. Tightens nut
2. Inserts bolt into hole 6. Repeats numbers 1-5 for 3 bolts
3. Picks up nut 7. Repeats numbers 1-5 for 6 bolts
4. Places nut on bolt 8. Repeats numbers 1-5 for all bolts

265
9. Bolts secure

10. Bolts facing same direction

19.3.1.1.3.0.3(586) Given a simulated work situation in which the following materials are placed at four work stations located along a table:

(STATION I): a box containing 36 pieces of 1/4" x 4" x 4" masonite with a 3/8" hole drilled in the center
(STATION II): an empty box and a box containing 36 - 3/8" x 3/4" machine bolts
(STATION III): an empty box and a box containing 36 - 3/8" flat washers
(STATION IV): two empty boxes and a box containing 36 - 3/8" hex nuts

and a teacher demonstration, four students will, to the satisfaction of the teacher, process the materials in a sequential assembly task wherein the student at station I places a piece of masonite in the empty box at station II; the student at station II takes the masonite, inserts a bolt, turns the masonite over, and places it in the empty box at station III; the student at station III takes the product, places a washer over the bolt on the underside of the masonite, and places it in the empty box at station IV; the student at station IV puts a nut on the bolt and washer, tightens it down, and places it in the other empty box.

This objective is mastered when the student:

(STUDENT 1)
1. Picks up masonite
2. Places masonite in empty box at station II

(STUDENT 2)
3. Picks up masonite
4. Picks up bolt
5. Inserts bolt into hole
6. Turns masonite over
7. Places product in empty box at station III

(STUDENT 3)
8. Holds bolt in place
9. Picks up product
10. Picks up washer
11. Places washer on bolt (underside of masonite)  
12. Places product in empty box at station IV  

(STUDENT 4)  
13. Holds bolt in place  
14. Picks up product  
15. Picks up nut  
16. Puts nut on bolt and washer  
17. Tightens nut on bolt  
18. Places finished product in box  

(ALL STUDENTS)  
19. Repeat steps 1-18 to complete six items  
20. Repeat steps 1-18 to complete 12 items  
21. Repeat steps 1-18 to complete 18 items  
22. Repeat steps 1-18 to complete 24 items  
23. Repeat steps 1-18 to complete 36 items
WORK SAFETY SKILLS

19.3.1.2.1.0.1(587) Given several work situations, the student will work safely to a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ____  More than 50% of the time ____
Less than 50% of the time ____

The following checklist may be helpful in identifying appropriate safe work behaviors which may contribute to a student being rated at the level of "nearly all the time".

1. Handles equipment carefully ____
2. Handles material carefully ____
3. Keeps harmful objects out of mouth, eyes, etc. ____
4. Wears safety equipment when necessary ____
5. Observes smoking rules ____
6. Does not throw objects ____

ATTENDING

19.3.1.2.2.0.1(588) Given several supervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ____  More than 50% of the time ____
Less than 50% of the time ____

The following checklist may be helpful in identifying appropriate supervised-work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.
OCCUPATIONAL
VOCATIONAL ADJUSTMENT

1. Attends to appropriate external visual stimuli
2. Attends to appropriate external auditory stimuli
3. Does not wander off
4. Does not dance around
5. Does not meddle
6. Does not self-stimulate
7. Does not engage in lengthy personal discussions

19.3.1.2.0.2(589) Given several unsupervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time
More than 50% of the time
Less than 50% of the time

The following checklist may be helpful in identifying appropriate unsupervised work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli
2. Attends to appropriate auditory stimuli
3. Does not wander off
4. Does not dance around
5. Does not meddle
6. Does not self-stimulate
7. Does not engage in lengthy personal discussions
OCCUPATIONAL VOCATIONAL ADJUSTMENT

RULE FOLLOWING

19.3.1.2.3.0.1(590) Given several work situations in which employer rules must be followed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ____  More than 50% of the time ____  Less than 50% of the time ____

The following checklist may be helpful in identifying appropriate rule following behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not run
2. Does not talk excessively
3. Does not talk loudly
4. Does not smoke in work area
5. Does not bring liquids or foods into work area
6. Enters and leaves work area through appropriate entrances and exits

MOVEMENT

19.3.1.2.4.0.1(591) Given several work situations in which movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ____  More than 50% of the time ____  Less than 50% of the time ____

The following checklist may be helpful in identifying appropriate work movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not wander around work areas
2. Does not visit with other workers
3. Does not dance around
4. Does not engage in movements at work station which interfere with completing job
5. Does not engage in movements at work station which interfere with quality of work

COOPERATION

19.3.1.2.5.0.1(592) Given several work situations, the student will demonstrate cooperative behavior with his co-workers at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ______ More than 50% of the time ______
Less than 50% of the time ______

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not withdraw ______ 3. Is not resistive ______
2. Is not passive ______ 4. Is not verbally negative ______
5. Is not physically negative ______

INDEPENDENCE

19.3.1.2.6.0.1(593) Given several work situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ______ More than 50% of the time ______
Less than 50% of the time ______

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not require redirection ______ 3. Does not frequently ask for help ______
2. Does not require reassurance ______ 4. Does not demand excessive teacher time ______
OCCUPATIONAL V ocational Adjustment

INITIATIVE

19.3.1.2.7.0.1(594) Given several work situations in which the student is working without continuous direct supervision, the student will exhibit initiative at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- **Nearly all the time**
- **More than 50% of the time**
- **Less than 50% of the time**

The following checklist may be helpful in identifying those initiating behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. When out of materials:
   a. gets more materials
   b. or seeks assistance from supervisor
   c. or switches to another appropriate task

2. Begins work immediately

3. Resumes work immediately after break

4. Seeks supervisory help in appropriate situations

DEPENDABILITY

19.3.1.2.8.0.1(595) Given several work situations, the student will exhibit dependability at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- **Nearly all the time**
- **More than 50% of the time**
- **Less than 50% of the time**

The following checklist may be helpful in identifying appropriate dependability behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Punctual
2. Attends regularly
3. Reports absences and tardiness
4. Maintains time card
5. Punches out or in on time clock when leaves/returns work area.
6. Keeps appointments
VERSATILITY

19.3.1.2.9.0.1(596) Given several work situations, the student will exhibit versatility at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time
- More than 50% of the time
- Less than 50% of the time

The following checklist may be helpful in identifying appropriate versatility behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher:

1. Is able to perform more than one task without reorientation
2. Adapts well to different situations
3. Does not perseverate

PRODUCTIVITY

19.3.1.2.10.0.1(597) Given several work situations, the student will exhibit appropriate productive behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time
- More than 50% of the time
- Less than 50% of the time

The following checklist may be helpful in identifying appropriate production behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher:

1. Works at adequate speed
2. Completes assigned tasks
3. Possesses endurance to complete work day
4. Works well alone ___ 5. Works well with others ___

WORK QUALITY

19.3.1.2.11.0.1 (598) Given several work situations, the student will engage in work behavior which produces high quality work at a level of more than 50% of the time as determined by teacher rating on the following scale:

Nearly all the time ___  More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate behaviors which produce high quality work and may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does neat work ___ 3. Does accurate work ___

2. Does careful work ___ 4. Work meets specifications ___

5. Does not damage work ___

USE OF EMPLOYER PROPERTY

19.3.1.2.12.0.1 (599) Given several work situations in which the student is using employer materials and property, the student will demonstrate respect and care for the materials and property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___  More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate use of property behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission, when appropriate, to use property or materials ___

2. Does not litter ___ 4. Does not hide materials or property ___

3. Does not steal materials or property ___
5. Does not damage materials or property

MAINTENANCE OF WORK AREA

19.3.1.2.13.0.1(600) Given several work situations, the student will maintain a clean and orderly work area at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

   Nearly all the time   More than 50% of the time   Less than 50% of the time

The following checklist may be helpful in identifying appropriate work area maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Cleans area
2. Cleans tools
3. Puts away tools

BEHAVIOR ON BREAKS

19.3.1.2.14.0.1(601) Given several situations in which breaks are scheduled or permitted by the supervisor, the student will engage in appropriate behavior while on break at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

   Nearly all the time   More than 50% of the time   Less than 50% of the time

The following checklist may be helpful in identifying appropriate behaviors while on break which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Goes to appropriate areas
2. Stays in appropriate areas
3. Exhibits proper behavior with opposite sex
4. Returns at designated time
5. Does not bother other workers
6. Does not litter
<table>
<thead>
<tr>
<th>OCCUPATIONAL VOCATIONAL ADJUSTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Does not abuse co-workers verbally</td>
</tr>
<tr>
<td>8. Does not abuse co-workers physically</td>
</tr>
<tr>
<td>9. Does not request unreasonable number of specific supervisor-given breaks (bathroom, water etc.)</td>
</tr>
<tr>
<td>10. Returns from such breaks within reasonable amount of time</td>
</tr>
</tbody>
</table>
WORK RELATIONS

RELATING TO CO-WORKERS

19.3.1.3.1.0.1(602) Given several work situations in which physical interaction with his co-workers is appropriate, the student will interact physically with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time ___
- More than 50% of the time ___
- Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well physically to same sex
2. Relates well physically to opposite sex
3. Does not display temper
4. Does not make obscene gestures
5. Is not withdrawn
6. Does not bite
7. Does not spit
8. Does not kick
9. Does not hit
10. Does not pull
11. Does not push
12. Does not engage in sexual behavior
13. Does not interfere with other's work

19.3.1.3.1.0.2(603) Given several work situations in which verbal interaction with his co-workers is appropriate, the student will verbally interact with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time ___
- More than 50% of the time ___
- Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

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OCCUPATIONAL
VOCATIONAL ADJUSTMENT

1. Relates well verbally to same sex
2. Relates well verbally to opposite sex
3. Uses friendly conversation
4. Does not complain
5. Does not swear
6. Does not tease
7. Is not verbally aggressive
8. Is mannerly and polite in verbal interaction
9. Does not scream
10. Does not lie

RELATING TO SUPERVISOR

19.3.1.3.2.0.1(604) Given several work situations in which physical interaction with his supervisor is appropriate, the student will interact physically with his supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time
- More than 50% of the time
- Less than 50% of the time

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well to same sex physically
2. Relates well to opposite sex physically
3. Is cooperative
4. Does not make obscene gestures
5. Does not display temper
6. Does not bite
7. Does not spit
8. Does not push
9. Does not pull
10. Does not kick
11. Does not fondle or hug

19.3.1.3.2.0.2(605) Given several work situations in which verbal interaction with his supervisor is appropriate, the student will verbally interact with his supervisor.
supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time  More than 50% of the time  Less than 50% of the time

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well verbally to same sex
2. Relates well verbally to opposite sex
3. Uses friendly conversation
4. Is amenable to advice
5. Does not complain
6. Does not lie
7. Does not scream
8. Does not pester
9. Is not verbally aggressive
10. Is mannerly and polite in verbal interaction
11. Does not need excessive praise
12. Does not swear
13. Does not tease

APPROPRIATE SEXUAL BEHAVIOR

19.3.1.3.0.1(606) Given several work situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at the level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time  More than 50% of the time  Less than 50% of the time

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time."

1. Does not fondle same sexed co-workers
2. Does not fondle opposite sexed co-workers
OCCUPATIONAL
VOCATIONAL ADJUSTMENT

3. Does not masturbate

4. Does not expose self

5. Does not hug co-workers

6. Does not hug supervisors

7. Does not kiss co-workers

8. Does not kiss supervisors
OCCUPATIONAL COMPETENCY
DOMESTIC SERVICE
HOUSEKEEPING

TIDying

19.3.2.1.1.0.1(607) Given an ashtray filled with ashes and cigarette butts, and a trash can, the student will, to the satisfaction of the teacher, empty the ashtray into the trash can.

This objective is mastered when the student:

1. Picks up ashtray
2. Holds ashtray over trash can
3. Empties ashes into trash can
4. Does not spill ashes or cigarette butts
5. Does not drop ashtray
6. Returns ashtray to proper place

19.3.2.1.1.0.2(608) Given a wastebasket filled with trash and a central waste receptacle, the student will, to the satisfaction of the teacher, empty the contents of the basket into the central receptacle.

This objective is mastered when the student:

1. Picks up wastebasket
2. Carries wastebasket to central receptacle
3. Holds wastebasket over central receptacle
4. Empties all trash from wastebasket into central receptacle
5. Does not spill any trash on ground or floor
6. Returns wastebasket to proper place

19.3.2.1.1.0.3(609) Given an assortment of six objects scattered around a room and their appropriate place designations, the student will, to the satisfaction of the teacher, pick up and place each of these objects in its designated place.

This objective is mastered when the student:
OCCUPATIONAL
DOMESTIC SERVICE

1. Picks up first object
2. Places first object in its proper place
3. Repeats numbers 1 and 2 for second object
4. Repeats numbers 1 and 2 for third object
5. Repeats numbers 1 and 2 for fourth object
6. Repeats numbers 1 and 2 for fifth object
7. Repeats numbers 1 and 2 for sixth object

19.3.2.1.1.0.4(610) Given a cabinet and a drawer with the contents out of place, the student will, to the satisfaction of the teacher, straighten the contents by opening the cabinet door, putting the contents in their proper places, closing the cabinet door, and repeating this procedure for the contents of the drawer.

This objective is mastered when the student:

1. Opens cabinet door
2. Puts contents in proper places
3. Closes cabinet
4. Opens drawer
5. Puts contents in proper places
6. Closes drawer

19.3.2.1.1.0.5(611) Given a living room with a slipcovered chair and a sofa, and scatter rugs that are in disarray, the student will, to the satisfaction of the teacher, straighten up each slipcover to fit the contours of the chair and sofa, place each pillow on the chair and sofa in proper order, and place each scatter rug in its proper place.

This objective is mastered when the student:

1. Straightens slipcovers to fit contours of sofa
2. Straightens pillows on sofa
3. Straightens slipcovers to fit contours of chair
4. Straightens pillows on chair
5. Straightens scatter rugs
FURNITURE CARE

19.3.2.1.2.0.1(612) Given a dust cloth, a spray-on dusting agent, and a dusty table, the student will, to the satisfaction of the teacher, dust the table by applying the dusting agent to the dust cloth or to the table surface and wiping the table surface with the dust cloth until the dust and dusting agent are no longer visible.

This objective is mastered when the student:

1. Opens container of dusting agent (if necessary)
2. Applies agent to cloth or to table
3. Uses correct amount of dusting agent
4. Wipes table surface
5. Table free of all visible dirt
6. Table free of all visible dusting agent
7. Closes container of dusting agent (if appropriate)

19.3.2.1.2.0.2(613) Given a liquid or spray-on furniture polish, a polishing cloth, and a wooden table, the student will, to the satisfaction of the teacher, polish the furniture by applying the polishing agent to the table and wiping the table surface with the polishing cloth until the wood shines and the polishing agent is no longer visible.

This objective is mastered when the student:

1. Opens container of furniture polish (if necessary)
2. Applies polish
3. Uses correct amount of polish
4. Polishes table
5. Wood shines
6. Table free of all visible polishing agent
7. Closes container of furniture polish (if appropriate)

19.3.2.1.2.0.3(614) Given a vacuum cleaner with an attachment for furniture and an upholstered chair, the student will, to the satisfaction of the teacher, clean the chair by installing the vacuum attachment, plugging in and turning...
OCCUPATIONAL
DOMESTIC SERVICE

on the vacuum cleaner, and vacuuming the chair so that the dirt is no longer visible.

This objective is mastered when the student:

1. Places attachment on hose nozzle
2. Plugs in vacuum cleaner
3. Turns on machine
4. Vacuums chair (outer surface)
5. Vacuums behind cushion
6. Chair is free of all visible dirt
7. Turns off vacuum

WALL AND WOODWORK CARE

19.3.2.1.3.0.1(615) Given a 9' x 12' room with dirty baseboards, a pail of warm soapy water, a pail of clean water, a tray, and two cloths, the student will, to the satisfaction of the teacher, clean the baseboards by washing them with a cloth and soapy water until they are clean, and rinsing all the baseboards with a clean cloth and clear water until the dirt and soap are no longer visible.

This objective is mastered when the student:

1. Places cleaning cloth in pail of soapy water
2. Wrings out cleaning cloth
3. Wipes small area of baseboard clean
4. Moves tray along floor so that pail is within his reach
5. Moves tray without spilling water on floor
6. Repeats numbers 1-5 until entire baseboard washed
7. Entire baseboard free of all visible dirt
8. Places rinsing cloth in pail of rinse water
9. Wrings out rinsing cloth
10. Wipes small area of baseboard
11. Moves tray along floor so that pail is within his reach
12. Moves tray without spilling water on floor

13. Repeats numbers 8-12 until entire baseboard rinsed

14. Entire baseboard free of all visible soap

19.3.2.1.3.0.2(616) Given a wall with smudges or scuffs on it, a sponge, and a spray cleaner appropriate for cleaning walls, the student will, to the satisfaction of the teacher, clean the walls by spraying the cleaner on each smudge or scuff, wiping the sprayed area with the sponge, and repeating this procedure until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of spray cleaner (if necessary)

2. Sprays cleaner on one smudge or scuff mark

3. Sprays entire area of smudge or scuff mark

4. Wipes area with sponge until entire smudge or scuff mark is removed

5. Repeats numbers 2-4 for remaining smudges or scuff marks

6. Entire wall free of all visible smudges or scuff marks

7. Closes container of spray cleaner (if appropriate)

WINDOW AND GLASS CARE

19.3.2.1.4.0.1(617) Given a spray-on window cleaner, a cheese cloth, and a dirty window or mirror, the student will, to the satisfaction of the teacher, clean the entire window or mirror by applying an appropriate amount of cleaning agent to a small area of the window or mirror, wiping that area clean with the cheese cloth, and repeating this procedure for the entire window or mirror until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of spray cleaner (if necessary)

2. Sprays cleaner on window/mirror
OCCUPATIONAL
DOMESTIC SERVICE

3. Uses appropriate amount of cleaner
4. Sprays small area at time
5. Wipes area with cheese cloth
6. Window/mirror free of all visible dirt
7. Window/mirror free of all visible cleaning agent

8. Window/mirror free of all visible smudges
9. Repeats numbers 2-5 until entire window/mirror is free of all visible dirt and cleaning agent
10. Closes container of spray cleaner (if appropriate)

19.3.2.1.4.0.2(618) Given a dirty screen, a broom, a box of detergent, a pail half-filled with water, a brush, and a hose, the student will, to the satisfaction of the teacher, clean the screen by brushing off the loose dirt with the brush, mixing an appropriate amount of detergent in the pail of water, wetting the screen with water from the hose, placing the screen on a clean, hard surface, sweeping on soapy water from the pail with the broom until the screen is clean, and rinsing off the washed screen with water from the hose until the dirt and detergent are no longer visible.

This objective is mastered when the student:

1. Brushes off loose dirt with brush
2. Opens box of detergent
3. Mixes detergent with water in pail
4. Uses appropriate amount of detergent
5. Closes box of detergent (if appropriate)
6. Turns on water
7. Wets screen with water from hose
8. Places screen on hard, clean surface
9. Puts broom in detergent water
10. Sweeps on soapy water with broom
11. Sweeps entire surface of screen
12. Rinses screen with water from hose
13. Turns off water
14. Screen free of all visible soap
15. Screen free of all visible dirt
OCCUPATIONAL DOMESTIC SERVICE

19.3.2.1.4.0.3(619) Given two cloths (one damp and one dry), and a venetian blind to clean, the student will, to the satisfaction of the teacher, clean the blind by wiping it with the damp cloth until it is clean and then wiping it with the dry cloth until the dirt and moisture are no longer visible.

This objective is mastered when the student:

1. Picks up damp cloth
2. Wipes blind with damp cloth
3. Wipes entire surface of blind
4. Blind free of all visible dirt
5. Picks up dry cloth
6. Dries blind with dry cloth
7. Wipes entire surface of blind
8. Blind free of all visible moisture

FLOOR CARE

19.3.2.1.5.0.1(620) Given an unswept 12' x 30' vinyl tile, wooden, or linoleum floor, a soft bristled pushbroom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the pushbroom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

1. Picks up broom
2. Pushes broom with forward motion
3. Sweeps entire floor
4. Sweeps dirt into pile(s)
5. Sweeps dirt into dustpan
6. Empties dirt into waste container
7. Does not spill dirt on floor when emptying dustpan
8. Entire floor free of all visible dirt

19.3.2.1.5.0.2(621) Given a dusty 9' x 12' floor and a dust mop, the student will, to the satisfaction of the teacher, dust mop the floor.

This objective is mastered when the student:
OCCUPATIONAL
DOMESTIC SERVICE

1. Picks up dust mop ______ 3. Dust mops entire floor ______

2. Dusts with back and forth motion ______ 4. Entire floor free of all visible dust ______

19.3.2.1.5.0.3(802) Given an unswept 9' x 12' floor, a standard broom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the broom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

1. Picks up broom ______ 5. Sweeps dirt into dustpan ______

2. Sweeps with back and forth motion ______ 6. Empties dirt into waste container ______

3. Sweeps entire floor ______ 7. Does not spill dirt on floor when emptying dustpan ______

4. Sweeps dirt into pile(s) ______ 8. Entire floor free of all visible dirt ______

19.3.2.1.5.0.4(623) Given a dirty 9' x 12' floor, a standard floor mop, a floor cleaning liquid, a sink, and two medium sized pails half-filled with water, the student will, to the satisfaction of the teacher, mop the floor by adding an appropriate amount of floor cleaning liquid to one pail of water, putting the mop into the pail with the cleaning liquid until it is thoroughly wet, wringing the mop free of excess water, mopping the entire floor, a small area at a time, until the entire floor is clean, and rinsing by repeating this procedure, using the pail of clean water until the dirt, soap, and excess water are no longer visible.

This objective is mastered when the student:

1. Opens container of floor cleaning liquid ______ 4. Closes container of floor cleaning liquid ______

2. Adds floor cleaning liquid to one pail of water ______ 5. Places mop in water with cleaning liquid ______

3. Uses appropriate amount ______ 6. Wets mop thoroughly ______
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Wrings mop free of excess water</td>
</tr>
<tr>
<td>8.</td>
<td>Mops a small area of floor at time</td>
</tr>
<tr>
<td>9.</td>
<td>Puts mop in cleaning liquid when necessary</td>
</tr>
<tr>
<td>10.</td>
<td>Entire floor mopped free of all visible dirt</td>
</tr>
<tr>
<td>11.</td>
<td>Turns on water in sink</td>
</tr>
<tr>
<td>12.</td>
<td>Rinses cleaning liquid from mop in sink</td>
</tr>
<tr>
<td>13.</td>
<td>Turns off water in sink</td>
</tr>
<tr>
<td>14.</td>
<td>Wrings mop free of excess water</td>
</tr>
<tr>
<td>15.</td>
<td>Puts mop in pail of clean water</td>
</tr>
<tr>
<td>16.</td>
<td>Wrings mop free of excess water</td>
</tr>
<tr>
<td>17.</td>
<td>Rinses small area of floor at time</td>
</tr>
<tr>
<td>18.</td>
<td>Puts mop in clean water when necessary</td>
</tr>
<tr>
<td>19.</td>
<td>Entire floor rinsed free of all visible soap and dirt</td>
</tr>
<tr>
<td>20.</td>
<td>Does not mop self into corner or center of floor</td>
</tr>
</tbody>
</table>

19.3.2.1.5.0.5(624) Given an unwaxed, 9' x 12' floor, a bottle of liquid wax, and a soft cloth for waxing, the student will, to the satisfaction of the teacher, wax the floor by pouring approximately one capful of wax on the floor and using the cloth to spread the wax over the floor, a small area at a time, and repeating this procedure until the entire floor is waxed.

This objective is mastered when the student:

1. Opens bottle of wax
2. Pours wax on floor
3. Uses about one capful
4. Uses cloth to spread wax
5. Uses back and forth motion
6. Works small area at a time
7. Repeats numbers 2-6 until entire floor is waxed
8. Does not wax self into corner or center
9. Replaces top on bottle of wax

RUG, CARE

19.3.2.1.6.0.1(625) Given a dirty scatter rug, the student will, to the satis-
OCCUPATIONAL
DOMESTIC SERVICE

taction of the teacher, take the rug outside and clean it by getting a firm
grip on the rug and shaking it in an up and down motion.

This objective is mastered when the student:

1. Takes rug outside
2. Grasps each side of rug with one hand
3. Holds rug slightly in hands
4. Shakes rug in up and down motion
5. Rug is free of all visible dirt

19.3.2.1.6.0.2(626) Given a dirty 9' x 12' and a vacuum cleaner, the stu-
dent will, to the satisfaction of the teacher, vacuum the rug by plugging in
and turning on the vacuum cleaner, vacuuming the entire rug, a small area at
a time, and turning off and unplugging the vacuum cleaner.

This objective is mastered when the student:

1. Plugs in vacuum cleaner
2. Turns on vacuum cleaner
3. Vacuums in small sections
4. Uses back and forth motions
5. Entire rug is free of all visible dirt
6. Turns off vacuum cleaner
7. Unplugs vacuum cleaner

19.3.2.1.6.0.3(627) Given a vacuum cleaner containing a vacuum cleaner bag
partly filled with dirt, a trash can, and a clean vacuum cleaner bag, the stu-
dent will, to the satisfaction of the teacher, change the vacuum cleaner bag
by opening the vacuum cleaner lid, taking out the old bag, putting the old
bag in the trash can without spilling any dirt on the floor, putting the new
bag in its proper place, and closing and locking the vacuum cleaner lid.

This objective is mastered when the student:

1. Opens vacuum cleaner lid
2. Takes out old bag
3. Puts old bag in trash can
4. Does not spill dirt on floor
5. Puts new bag in proper place
6. Closes lid
7. Locks lid
19.3.2.1.6.0.4(628) Given a dirty 9' x 12' rug, a vacuum cleaner, and a rug shampooer filled with rug shampoo, the student will, to the satisfaction of the teacher, shampoo the rug by plugging in and turning on the shampooer, shampooing the entire rug, a small area at a time, turning off and unplugging the shampooer, following teacher directions on drying time, plugging in and turning on the vacuum cleaner, and vacuuming the shampooed rug until the dirt and shampoo are no longer visible.

This objective is mastered when the student:

1. Plugs in shampooer 9. Follows teacher directions on drying time
2. Turns on shampooer 10. Plugs in vacuum cleaner
3. Shampoos rug in small sections 11. Turns on vacuum cleaner
4. Uses back and forth motions 12. Vacuums shampooed area
5. Goes over rug no more than twice 13. Rug is free of all visible dirt
6. Covers entire rug with shampoo 14. Rug is free of all visible shampoo
7. Turns off shampooer 15. Turns off vacuum cleaner
8. Unplugs shampooer 16. Unplugs vacuum cleaner

KITCHEN CARE

19.3.2.1.7.0.1(629) Given a kitchen counter covered with bread crumbs and food spills, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the counter by gathering all the crumbs into his hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the dishcloth/sponge, and wiping the kitchen counter until the crumbs and spills are no longer visible.

This objective is mastered when the student:

1. Gathers crumbs with dishcloth/sponge 4. Wipes up food spills
2. Disposes of crumbs properly 5. All food removed from counter
3. Rinses dishcloth/sponge 6. Counter free of all visible crumbs and spills
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.7.0.2(630) Given a smudged and dirty refrigerator exterior, a bottle of liquid cleaner, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the refrigerator exterior by applying the cleaner to the refrigerator surface and wiping the exterior refrigerator surface until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens bottle of cleaner
2. Applies cleaner to refrigerator or to dishcloth/sponge
3. Wipes top of refrigerator
4. Refrigerator top free of all visible dirt and smudges
5. Wipes sides of refrigerator
6. Refrigerator sides free of all visible dirt and smudges
7. Wipes front of refrigerator
8. Refrigerator front free of all visible dirt and smudges
9. Does not wipe inside of refrigerator
10. Replaces top on bottle of cleaner

19.3.2.1.7.0.3(631) Given a smudged and dirty kitchen cabinet exterior within reach of the student, a container of spray cleaner, and a cloth, the student will, to the satisfaction of the teacher, clean the cabinet exterior by applying the cleaner to a small area of the cabinet, wiping that area until the dirt and cleaner have been removed, and repeating this procedure for the entire cabinet exterior until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of cleaner (if necessary)
2. Sprays cleaner in direction of cabinet
3. Sprays correct amount of cleaner
4. Sprays small area of cabinet at time
5. Wipes area until all dirt and cleaner are removed
6. Repeats numbers 2-5 until entire outside area of cabinet is free of all visible dirt and cleaner
7. Closes container of cleaner (if appropriate)
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.7.0.4(632) Given a stove covered with bread crumbs or stained by
 grease and food, and a damp dishcloth/sponge, the student will to the satis-
 faction of the teacher, clean the stove by gathering all the crumbs into his
 hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the
dishcloth/sponge, and wiping the top and front surface of the stove until the
grease and food are no longer visible.

This objective is mastered when the student:

1. Gathers crumbs with dish-
cloth/sponge into hand
2. Disposes of crumbs properly
3. Rinses dishcloth/sponge
4. Wipes top of stove
5. Stove top free of all visible
   food and grease
6. Wipes front of stove
7. Stove front free of all visible food and grease

BATHROOM CARE

19.3.2.1.8.0.1(633) Given a sponge, a can of commercial cleanser, and a bath-
 room sink, the student will, to the satisfaction of the teacher, clean the
 sink by applying the cleanser to the sink and fixtures, scrubbing these areas
 with a wet sponge until they are clean, and rinsing these areas with a clean
 sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

1. Applies small amount of
   cleanser to sink
2. Applies small amount of
   cleanser to fixtures
3. Turns on water
4. Wets sponge
5. Scrubs sink
6. Sink free of all visible
dirt
7. Scrubs fixtures
8. Fixtures free of all visible
dirt
9. Rinses sponge
10. Sponge free of all visible dirt
11. Rinses fixtures
12. Fixtures free of all visible
dirt and cleanser
13. Rinses sink
14. Sink free of all visible dirt
   and cleanser
15. Turns off water
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.8.0.2(634) Given a sponge, a can of commercial cleanser, and a bathtub, the student will, to the satisfaction of the teacher, clean the bathtub by applying the cleanser to the bathtub and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing these areas with a clean sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

1. Applies small amount of cleanser to bathtub
2. Applies small amount of cleanser to fixtures
3. Turns on water in bathtub
4. Wets sponge
5. Scrubs inside of tub
6. Inside of tub free of all visible dirt
7. Scrubs outside of tub
8. Outside of tub free of all visible dirt
9. Scrubs fixtures
10. Fixtures free of all visible dirt
11. Rinses sponge
12. Sponge free of all visible dirt
13. Rinses outside of tub
14. Outside of tub free of all visible dirt and cleanser
15. Rinses fixtures
16. Fixtures free of all visible dirt and cleanser
17. Rinses inside of tub
18. Inside of tub free of all visible dirt and cleanser
19. Turns off water in bathtub

19.3.2.1.8.0.3(635) Given a sponge, a cloth, a long-handled brush, a can of commercial cleanser, a pail of water, a pre-measured amount of toilet bowl cleaner, and a toilet, the student will, to the satisfaction of the teacher, clean the toilet by applying the cleanser to the outer areas of the toilet, scrubbing these areas with a wet sponge and water, rinsing and drying the outer areas of the toilet, putting the toilet bowl cleaner into the toilet bowl, scrubbing the bowl with the long-handled brush until it is clean, and flushing the toilet to rinse the bowl and brush.

This objective is mastered when the student:

1. Applies cleanser to outer area
2. Uses small amount of cleanser

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Wets sponge</td>
</tr>
<tr>
<td>4.</td>
<td>Scrubs outer area of toilet</td>
</tr>
<tr>
<td>5.</td>
<td>Rinses sponge</td>
</tr>
<tr>
<td>6.</td>
<td>Sponge free of all visible dirt</td>
</tr>
<tr>
<td>7.</td>
<td>Wets sponge in pail of clean water</td>
</tr>
<tr>
<td>8.</td>
<td>Rinses outer area of toilet with clean sponge</td>
</tr>
<tr>
<td>9.</td>
<td>Outer area of toilet free of all visible dirt and cleanser</td>
</tr>
<tr>
<td>10.</td>
<td>Dries outer area of toilet</td>
</tr>
<tr>
<td>11.</td>
<td>Does not get cleanser or water on floor</td>
</tr>
<tr>
<td>12.</td>
<td>Pours pre-measured amount of toilet bowl cleaner in toilet bowl without getting it on skin</td>
</tr>
<tr>
<td>13.</td>
<td>Waits for toilet bowl cleaner to take action</td>
</tr>
<tr>
<td>14.</td>
<td>Scrubs inside of toilet bowl with long-handled brush</td>
</tr>
<tr>
<td>15.</td>
<td>Brushes until inside of toilet bowl is free of all visible dirt</td>
</tr>
<tr>
<td>16.</td>
<td>Rinses long-handled brush and toilet bowl by flushing toilet</td>
</tr>
</tbody>
</table>

**Objective:**

Given a sponge, a can of commercial cleanser, a pail, a commercial tile cleaner, a plastic scrub pad, and a shower stall with tile walls, the student will, to the satisfaction of the teacher, clean the shower stall by applying the tile cleaner to the shower walls, scrubbing the tile walls with the scrub pad until they are clean, applying the commercial cleanser to the shower floor and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing the entire shower stall with a clean sponge and water until the cleanser, tile cleaner, and dirt are no longer visible.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Opens container of tile cleaner (if necessary)</td>
</tr>
<tr>
<td>2.</td>
<td>Applies tile cleaner to wall</td>
</tr>
<tr>
<td>3.</td>
<td>Applies cleaner to small area at time</td>
</tr>
<tr>
<td>4.</td>
<td>Scrubs tile area with cleaner on it with plastic scrub pad</td>
</tr>
<tr>
<td>5.</td>
<td>Scrubs entire shower wall, small area at time</td>
</tr>
<tr>
<td>6.</td>
<td>Entire shower wall is free of all visible dirt</td>
</tr>
<tr>
<td>7.</td>
<td>Closes container of tile cleaner (if appropriate)</td>
</tr>
<tr>
<td>8.</td>
<td>Applies cleanser to shower floor and fixtures</td>
</tr>
<tr>
<td>9.</td>
<td>Fills pail with water</td>
</tr>
<tr>
<td>10.</td>
<td>Wets sponge</td>
</tr>
</tbody>
</table>
OCCUPATIONAL
DOMESTIC SERVICE

11. Scrubs shower floor and fixtures with sponge 17. Rinses shower walls
12. Shower fixtures free of all visible dirt 18. Shower walls free of all visible dirt and cleaner
13. Rinses sponge 19. Rinses shower fixtures
14. Sponge free of all visible dirt 20. Shower fixtures free of all visible dirt and cleanser
15. Empties water from pail 21. Rinses shower floor
16. Fills pail with clean water 22. Shower floor free of all visible dirt and cleanser
19.3.2.1.0.1(637) Given an empty ice tray, a sink, and a freezer, the student will, to the satisfaction of the teacher, fill the ice tray by holding the ice tray under the faucet, turning on the faucet, letting the water run into the ice tray, turning the faucet off after all the cells of the ice tray have been filled and placing the ice tray in the freezer.

This objective is mastered when the student:

1. Holds ice tray under faucet  
2. Turns on faucet, letting water run into ice tray  
3. Turns off faucet when all cells of ice tray have been filled  
4. Places ice tray in freezer  
5. Does not spill water

19.3.2.1.0.2(638) Given a box of salt, a can of pepper, ten pounds of flour, five pounds of sugar, one pound of coffee, a box of loose tea, salt and pepper shakers, a sugar bowl, and four graduated canisters, the student will, to the satisfaction of the teacher, fill the containers by pouring each food into the appropriate container until the container is at least 3/4 full.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>FLOUR</th>
<th>SUGAR</th>
<th>COFFEE</th>
<th>TEA</th>
<th>SUGAR</th>
<th>SALT</th>
<th>PEPPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opens package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fills canister</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Canister is at least 3/4 full</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does not spill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Puts away materials properly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Opens package</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fills container</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
8. Container is at least 3/4 full  
9. Does not spill  
10. Puts away materials properly

19.3.2.2.1.0.3(639) Given two pots, two pans, two knives, two forks, two spoons, two cups, two glasses, and a kitchen that has specific areas designated for storage of these utensils, the student will, to the satisfaction of the teacher, place each of these utensils in its proper storage area.

This objective is mastered when the student:

1. Stores 2 pans in appropriate place  
2. Stores 2 pots in appropriate place  
3. Stores 2 knives in appropriate place  
4. Stores 2 forks in appropriate place  
5. Stores 2 spoons in appropriate place  
6. Stores 2 cups in appropriate place  
7. Stores 2 glasses in appropriate place  
8. Does not damage utensils

19.3.2.2.1.0.4(640) Given a kitchen with clearly designated storage areas for utensils, the student will, to the satisfaction of the teacher, retrieve seven designated utensils from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

1. Retrieves plate  
2. Retrieves pot  
3. Retrieves knife  
4. Retrieves fork  
5. Retrieves spoon  
6. Retrieves cup  
7. Retrieves glass  
8. Does not damage utensils
19.3.2.2.1.0.5(641) Given three different food items and a kitchen that has specific areas designated for storage of these food items, the student will, to the satisfaction of the teacher, place each of the three items in its proper storage area.

This objective is mastered when the student:

1. Stores first food item correctly
2. Stores second food item correctly
3. Stores third food item correctly
4. Does not damage items

19.3.2.2.1.0.6(642) Given a kitchen with clearly designated storage areas, the student will, to the satisfaction of the teacher, retrieve three designated food items from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

1. Retrieves first item
2. Retrieves second item
3. Retrieves third item
4. Does not damage items

19.3.2.2.1.0.7(643) Given ten labeled, canned or boxed foods, the student will, with 100% accuracy, touch each of five different food containers after each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: #2 can of green beans, 1 lb. box of brown sugar, 10 1/2 oz. can of chicken noodle soup, #2 can of corn, 1 lb. box of minute rice, #2 can of bean soup, #2 can of tomatoes, #2 can of peaches, 1 lb. box of raisins, #2 can of peas)

1. "Touch the corn."  
2. "Touch the peaches."  
3. "Touch the rice."  
4. "Touch the green beans."  
5. "Touch the chicken noodle soup."
OCCUPATIONAL
DOMESTIC SERVICE

OPENING CONTAINERS

19.3.2.2.0.1(644) Given an unopened box with a pouring spout, the student will, to the satisfaction of the teacher, open the box by inserting the tip of his index finger behind the rim of the spout and pulling the spout forward until it is completely open.

This objective is mastered when the student:

1. Holds box with one hand
2. Inserts tip of index finger behind rim of spout
3. Pulls spout completely out
4. Does not spill contents of box

19.3.2.2.0.2(645) Given an unopened pop top can, the student will, to the satisfaction of the teacher, open the can by holding the can in one hand, lifting the ring, inserting one finger through the ring, and pulling the ring forward until the pop top is completely off the can.

This objective is mastered when the student:

1. Picks up can
2. Holds can in one hand
3. Inserts finger under ring
4. Lifts ring
5. Places finger through ring
6. Pulls ring forward
7. Removes pop top from can
8. Does not spill contents of can

19.3.2.2.0.3(646) Given an unopened jar, the student will, to the satisfaction of the teacher, open the jar by holding the jar in one hand, twisting the lid in a counter-clockwise direction with the other hand until the lid is loosened, and removing the lid from the jar.

This objective is mastered when the student:

1. Holds jar with one hand
2. Grips lid with opposite hand
3. Turns lid in counter-clockwise direction
4. Removes lid from jar
5. Does not spill contents of jar
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.0.4(647) Given an unopened bottle and a bottle opener, the student will, to the satisfaction of the teacher, open the bottle by placing the bottle opener on the tip of the bottle top, pressing downward, while at the same time pulling in an upward motion with the opener until the top is completely off the bottle.

This objective is mastered when the student:

1. Picks up bottle opener
2. Holds bottle in one hand
3. Places bottle opener on tip of bottle top
4. Presses downward on bottle top while pulling upward with opener
5. Loosens bottle top completely
6. Removes bottle top from bottle
7. Does not spill contents of bottle

19.3.2.2.0.5(648) Given a cellophane bag of packaged food, the student will, to the satisfaction of the teacher, open the bag by pulling the cellophane apart along the top of the bag until the bag is completely open.

This objective is mastered when the student:

1. Grasps front of bag with one hand near top of bag
2. Grasps back of bag with other hand near top of bag
3. Pulls front and back apart
4. Opens package
5. Uses only hands to open package
6. Does not spill contents of package

19.3.2.2.0.6(649) Given a packet of dry condiment (salt, pepper, or sugar) and a packet of moist condiment (mustard, ketchup, or mayonnaise), the student will, to the satisfaction of the teacher, tear open the packets at the top until each packet is completely open.

This objective is mastered when the student:

1. Picks up packet of dry condiment
2. Tears packet open at top
OCCUPATIONAL
DOMESTIC SERVICE


19.3.2.2.0.7(650) Given a carton of milk, the student will, to the satisfaction of the teacher, open the milk carton by folding the flaps back, exerting pressure on the edges of the flaps, while at the same time pulling the flaps toward him until they form a pouring spout.

This objective is mastered when the student:

1. Takes one flap of carton in each hand ___ 3. Exerts pressure on edges of flaps while pulling flaps forward ___
2. Folds back flaps ___ 4. Pulls flaps completely forward until they form pouring spout ___
5. Does not spill milk ___

19.3.2.2.0.8(651) Given a manual can opener and an unopened can, the student will, to the satisfaction of the teacher, open the can by placing it on a counter, puncturing the top of the can near the rim with the can opener, continuing pressure with the can opener around the perimeter of the lid until the lid is loosened from the rim, and removing the lid from the can.

This objective is mastered when the student:

1. Places can on counter ___ 5. Continues pressure around perimeter of can until lid is loosened from rim ___
2. Picks up can opener ___
3. Exerts pressure on can opener ___ 6. Removes lid from can ___
4. Punctures lid near rim of can with can opener ___ 7. Does not injure self ___
8. Does not spill contents of can ___


BEVERAGE PREPARATION

19.3.2.3.0.1(652) Given a powdered mix, a liquid, a glass, and a spoon, the student will, to the satisfaction of the teacher, mix a liquid drink by spooning the prescribed quantity of mix into the glass, filling the glass 3/4 full of liquid, and stirring the contents with the spoon until the mix is thoroughly dissolved.

This objective is mastered when the student:

1. Opens mix
2. Spoons mix into glass
3. Pours liquid into glass
4. Fills glass to 3/4 full
5. Stirs contents until dissolved
6. Does not spill liquid or mix

19.3.2.3.0.2(653) Given a sink, a stove, a tea kettle, a cup and saucer, and a tea bag, the student will, to the satisfaction of the teacher, make a cup of tea by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, placing the tea bag in the cup, filling the cup with hot water from the kettle, allowing the tea to steep for up to three minutes, and removing the tea bag from the cup.

This objective is mastered when the student:

1. Picks up kettle
2. Turns on cold water
3. Fills kettle with cold water
4. Turns off water
5. Places kettle on stove
6. Turns on stove
7. Brings water to boil
8. Removes kettle from stove
9. Turns off stove
10. Places tea bag in cup
11. Pours water from kettle into tea cup
12. Does not spill water
13. Allows tea to steep
14. Removes tea bag after appropriate amount of time
15. Discards used tea bag appropriately
Given a sink, a stove, a kettle for heating water, a coffee mug, a teaspoon, and a jar of instant coffee, the student will, to the satisfaction of the teacher, make a cup of instant coffee by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, opening the jar of coffee, placing one teaspoon of instant coffee in the cup, filling the cup with hot water from the kettle, and stirring the contents.

This objective is mastered when the student:

1. Picks up kettle
2. Turns on cold water
3. Fills kettle with cold water
4. Turns off water
5. Places kettle on stove
6. Turns on stove
7. Brings water to boil
8. Removes kettle from stove
9. Turns off stove
10. Opens jar of coffee
11. Takes out one teaspoon of coffee
12. Places coffee in mug
13. Pours water from kettle into mug
14. Does not spill water
15. Stirs mug contents with spoon
16. Replaces top on jar of coffee

Given a sink, an eight cup electric percolator coffee pot, a tablespoon, and a can of electroperk coffee, the student will, to the satisfaction of the teacher, make a pot of coffee by filling the coffee pot to the six cup level with cold water, placing the stem and basket in the pot, putting six tablespoons of coffee into the coffee basket, covering the basket, covering the pot, plugging the coffee pot into an outlet, and telling the teacher when the coffee is ready.

This objective is mastered when the student:

1. Picks up coffee pot
2. Turns on cold water
3. Fills pot to six cup level with water
4. Turns off water
5. Places stem in pot
6. Places coffee basket in pot
7. Puts six tablespoons of coffee into basket
8. Puts top on basket
OCCUPATIONAL
DOMESTIC SERVICE

9. Puts top on pot  11. Puts can of coffee away
10. Plugs in coffee pot  12. Notifies teacher when coffee is ready

SIMPLE MIXES

19.3.2.2.4.0.1(656) Given a jello mix, the required measure of water to boil, the required measure of cold water, a pot, a bowl, a stove, and a spoon, the student will, to the satisfaction of the teacher, make jello by pouring the jello mix into the bowl, pouring the boiling water into the bowl, stirring the mix with the spoon until thoroughly dissolved, and pouring the cold water into the bowl.

This objective is mastered when the student:

1. Pours water into pot  7. Pours mix into bowl
2. Turns on burner  8. Pours boiling water into bowl
3. Places pot on burner  9. Stirs mix with spoon until thoroughly dissolved
4. Brings water to boil  10. Pours cold water into bowl
5. Turns off burner  11. Does not spill water or ingredients
6. Opens jello mix

19.3.2.2.4.0.2(657) Given a rotary hand mixer and a bowl containing cake mix ingredients, the student will, to the satisfaction of the teacher, blend the ingredients by placing the rotary hand mixer into the bowl, holding the mixer in one hand and turning the handle with the other until the mix is thoroughly blended.

This objective is mastered when the student:

2. Holds mixer in one hand  5. Removes mixer from bowl
3. Turns handle with other hand  6. Does not spill ingredients
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.4.0.3(658) Given a round one-layer cake, an open container of frosting, a spreading knife, and a spoon, the student will, to the satisfaction of the teacher, frost the cake by removing one spoonful of frosting at a time and spreading it evenly with the knife over the surface of the cake until the entire top and sides of the cake are frosted.

This objective is mastered when the student:

1. Takes spoonful of frosting
2. Places frosting on cake
3. Spreads frosting with knife
4. Repeats numbers 1-3 until cake is frosted
5. Spreads frosting evenly over top of cake
6. Spreads frosting evenly over sides of cake

19.3.2.2.4.0.4(659) Given a simple cake mix, the prescribed ingredients, a bowl, a spoon, and a greased cake pan, the student will, to the satisfaction of the teacher, mix a cake by pouring the cake mix into the bowl, adding the ingredients as specified in the recipe, mixing thoroughly, and pouring the batter into the greased pan.

This objective is mastered when the student:

1. Opens cake mix
2. Pours cake mix into bowl
3. Adds liquid ingredients
4. Adds eggs to mix (if necessary)
5. Stirs mix thoroughly
6. Pours mix into cake pan
7. Does not spill mix or ingredients

19.3.2.2.4.0.5(660) Given a raw egg and a bowl, the student will, to the satisfaction of the teacher, crack the egg by lightly tapping it on a hard-edged surface, separating the egg shell, and allowing the white and yolk to fall into the bowl.

This objective is mastered when the student:

1. Picks up egg
2. Taps egg on hard surface
3. Holds cracked egg over bowl
4. Pulls shell apart with two hands
5. Puts egg in bowl

6. Discards shell properly
7. Does not get shell in bowl
8. Does not spill egg on counter or floor

19.3.2.2.4.0.6(661) Given a package of pie dough mix, a pie pan, the proper measure of water, flour, a preheated oven, a bowl, a knife, a can of filling, wax paper, and a rolling pin, the student will, to the satisfaction of the teacher, make a pie by pouring the pie dough mix into the bowl, adding water, mixing, removing the dough from the bowl, shaping the dough into a ball, flattening the dough with the rolling pin on floured wax paper until it is slightly larger than the pie pan, placing and trimming the dough in the pie pan, pouring the filling into the pan, placing a top crust on the pie, placing the pie in the oven, and removing the pie from the oven when cooked.

This objective is mastered when the student:

1. Opens pie dough mix
2. Pours mix into bowl
3. Adds water
4. Mixes
5. Removes dough from bowl
6. Shapes dough into ball
7. Sprinkles flour on wax paper
8. Sprinkles flour on rolling pin
9. Places dough in center of wax paper and flattens by rolling in all directions
10. Rolls dough evenly
11. Rolls dough until it is slightly larger than pie pan
12. Places bottom pie crust in pie pan
13. Adds filling
14. Removes excess dough from rim of pie pan
15. Rolls and flattens remaining dough
16. Cuts remaining dough into strips
17. Places strips across pie pan
18. Presses strips firmly against top rim
19. Places pie in pre-heated oven
20. Removes pie from oven when cooked
19.3.2.5.0.1(662) Given prepared ingredients for a salad, a salad bowl, and two salad utensils, the student will, to the satisfaction of the teacher, mix the salad by placing the ingredients in the bowl and tossing the salad by grasping and releasing the ingredients with the utensils until the ingredients are thoroughly tossed.

This objective is mastered when the student:

1. Places ingredients in bowl ___
2. Grasps ingredients with utensils ___
3. Tosses ingredients with utensils ___
4. Salad completely tossed ___
5. Does not spill ingredients ___

19.3.2.5.0.2(663) Given five fruits to be rinsed and a source of cold water, the student will, to the satisfaction of the teacher, wash the fruit by placing it under or in the water and rubbing the food gently with his fingers until the entire surface of each fruit has been washed.

This objective is mastered when the student:

1. Places fruit in/under water ___
2. Rubs fruit with fingers ___
3. Rinses entire surface of fruit ___
4. Repeats numbers 1-3 for second fruit ___
5. Repeats numbers 1-3 for third fruit ___
6. Repeats numbers 1-3 for fourth fruit ___
7. Repeats numbers 1-3 for fifth fruit ___

19.3.2.5.0.3(664) Given two pecans, two walnuts, a nutcracker, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, crack the nuts by placing each nut in the nutcracker, exerting pressure on the handles of the nutcracker until the nut shell is broken, and removing the nut meat from the shells.

This objective is mastered when the student:
1. Places nut in teeth of nut cracker
2. Squeezes handles until nut cracks open
3. Removes shells from nut
4. Places shells on paper
5. Places meat in bowl
6. Removes all meat from shells
7. Repeats numbers 1-6 for second nut
8. Repeats numbers 1-6 for third nut
9. Repeats numbers 1-6 for fourth nut

19.3.2.5.0.4 Given a knife, a cutting board, and a fruit to be cut, the student will, to the satisfaction of the teacher, cut the fruit in quarters by placing the sharp edge of the knife on the fruit, cutting away from the body, and continuing this process until the fruit is completely cut into appropriately sized pieces.

This objective is mastered when the student:

1. Places fruit on cutting board
2. Places sharp edge of knife on fruit
3. Cuts away from body
4. Uses up and down cutting motion
5. Continues until fruit is completely cut
6. Cuts fruit in quarters
7. Does not cut self

19.3.2.5.0.5 Given ten pea pods, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, shell the peas by opening each pod with his fingers and removing the peas.

This objective is mastered when the student:

1. Grasps shell with fingers
2. Breaks open pod with his fingers
3. Removes all peas from shell
4. Places shell on paper
5. Places peas in bowl
6. Repeats numbers 1-5 for remaining nine pea pods
19.3.2.2.5.0.6(667) Given a knife, a cutting board, and a vegetable to be sliced, the student will, to the satisfaction of the teacher, slice the vegetable by placing it on the cutting board, placing the sharp edge of the knife on the food, slicing downward with a back and forth motion, and continuing this process until the vegetable is completely sliced into appropriately sized pieces.

This objective is mastered when the student:

1. Places vegetable on cutting board
2. Places sharp edge of knife on vegetable
3. Uses downward back and forth motion
4. Continues until vegetable is completely sliced
5. Slices are of appropriate size
6. Does not cut self

19.3.2.2.5.0.7(668) Given a grater and a vegetable to be grated, the student will, to the satisfaction of the teacher, grate the vegetable by holding the grater in one hand, placing the vegetable against the cutting surface of the grater, scraping the vegetable on the grater with an up and down motion, and continuing this process until at least 3/4 of the vegetable is grated.

This objective is mastered when the student:

1. Holds grater in one hand
2. Places vegetable against cutting edge of grater
3. Scrapes vegetable on grater with up and down motion
4. Grates vegetable into bowl
5. Continues until at least 3/4 of vegetable is grated
6. Does not get vegetable on floor
7. Does not scrape self

19.3.2.2.5.0.8(669) Given a peeling utensil, a piece of paper, and a vegetable to be peeled, the student will, to the satisfaction of the teacher, peel the vegetable by directing the utensil away from the body and removing all the peel with the sharp edge of the utensil.

This objective is mastered when the student:
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DOMESTIC SERVICE

1. Places sharp edge of utensil on vegetable
2. Directs utensil away from body
3. Peels entire vegetable
4. Peels vegetable scraps onto paper
5. Does not cut self

APPORTIONING FOODS AND LIQUIDS

19.3.2.2.6.0.1(670) Given a serving spoon, a container of food which must be spooned, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spooning an average portion of the food onto each dish.

This objective is mastered when the student:

1. Places spoon in food container
2. Lifts food with spoon
3. Places food on dish
4. Serves an average portion
5. Does not spill food
6. Repeats numbers 1-5 for second dish
7. Repeats numbers 1-5 for third dish
8. Repeats numbers 1-5 for fourth dish
9. Repeats numbers 1-5 for fifth dish

19.3.2.2.6.0.2(671) Given a fork, a container of food that must be forked, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spearing the food with the fork and placing an average portion of the food onto each dish.

This objective is mastered when the student:

1. Places fork in food container
2. Spears food to be served with fork
3. Lifts food with fork
4. Places food on dish
5. Does not drop food
6. Repeats numbers 1-5 for second dish

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7. Repeats numbers 1-5 for third
8. Repeats numbers 1-5 for fourth
dish
dish

9. Repeats numbers 1-5 for fifth dish

19.3.2.2.6.0.3(672) Given a glass and a pitcher of liquid, the student will,
to the satisfaction of the teacher, serve the liquid by pouring the liquid
into the glass until the glass is at least 3/4 full.

This objective is mastered when the student:

1. Grasps pitcher of liquid
2. Pours liquid into glass
3. Fills glass at least 3/4 full
4. Does not spill liquid

19.3.2.2.6.0.4(673) Given a slice of bread, a spreading knife, and a container
of butter, the student will, to the satisfaction of the teacher, butter the
bread by taking an appropriate amount of butter from the container with the
knife and spreading the butter evenly over the surface of one side of the
bread without puncturing the bread.

This objective is mastered when the student:

1. Holds container while he takes butter from it
2. Uses knife to take appropriate amount of butter
3. Holds bread while spreading
4. Spreads butter evenly over entire surface of bread
5. Spreads butter on one side only
6. Does not puncture bread

19.3.2.2.6.0.5(674) Given a soup ladle, a pot of soup, and five bowls into
which the soup must be served, the student will, to the satisfaction of the
teacher, serve the soup by ladling the soup from the pot and pouring it into
each bowl until each bowl is at least 3/4 full.

This objective is mastered when the student:
1. Places ladle in pot
2. Ladles soup from pot
3. Pours soup into bowl
4. Fills bowl at least 3/4 full
5. Does not spill soup
6. Repeats numbers 1-5 for second bowl
7. Repeats numbers 1-5 for third bowl
8. Repeats numbers 1-5 for fourth bowl
9. Repeats numbers 1-5 for fifth bowl

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19.3.2.2.6.0.6(675) Given a serving bowl of salad, two salad serving utensils, and five bowls into which the salad must be served, the student will, to the satisfaction of the teacher, serve the salad by grasping the salad with both utensils, removing the salad from the serving bowl, and placing the salad into each bowl until each bowl is at least 3/4 full.

This objective is mastered when the student:

1. Places utensils in salad bowl
2. Uses utensils to grasp salad
3. Removes salad from salad bowl
4. Places salad in bowl
5. Fills first bowl at least 3/4 full
6. Does not spill salad
7. Repeats numbers 1-6 for second bowl
8. Repeats numbers 1-6 for third bowl
9. Repeats numbers 1-6 for fourth bowl
10. Repeats numbers 1-6 for fifth bowl

STOVE OPERATION

19.3.2.2.7.0.1(676) Given a stove and a pan half-filled with water, the student will, to the satisfaction of the teacher, boil the water by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the high setting, leaving the pan on the burner until the water is boiling, and turning that burner off.

This objective is mastered when the student:
### OCCUPATIONAL DOMESTIC SERVICE

1. Places pan on burner  
2. Turns handle away from front edge of stove  
3. Turns burner on to high  
4. Brings water to boil  
5. Turns off burner

**19.3.2.7.0.2(677)** Given a stove and a pan with prepared soup in it, the student will, to the satisfaction of the teacher, heat the soup by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the medium setting, leaving the pan on the burner until the soup is heated, but not boiled, and turning that burner off.

This objective is mastered when the student:

1. Places pan on burner  
2. Turns handle away from front edge of stove  
3. Turns burner on to medium  
4. Leaves pan on burner until soup is heated  
5. Does not boil soup  
6. Turns off burner

**19.3.2.7.0.3(678)** Given a stove, a hamburger patty, a frying pan, a plate, and a spatula, the student will, to the satisfaction of the teacher, fry the hamburger by placing the pan on a burner so that the handle does not extend over the front edge of the stove, placing the hamburger in the pan, turning the burner on to medium heat, frying the hamburger, periodically turning the patty with the spatula, until the hamburger is done, removing the hamburger from the pan with the spatula, placing it on the plate, and turning the burner off.

This objective is mastered when the student:

1. Places pan on burner  
2. Turns handle away from front edge of stove  
3. Places patty in pan  
4. Turns burner on to medium  
5. Turns patty periodically with spatula  
6. Cooks hamburger  
7. Does not burn hamburger  
8. Removes hamburger with spatula
OCCUPATIONAL DOMESTIC SERVICE

9. Places hamburger on plate

10. Turns off burner

19.3.2.2.7.0.4(679) Given an oven, some food to be baked, two potholders, and verbal directions by the teacher regarding the oven setting and baking time, the student will, to the satisfaction of the teacher, bake the food by setting the oven temperature, turning on the oven, placing the food to be baked into the oven when the oven is pre-heated, leaving the food in the oven for the designated time, removing the food from the oven, placing the food in a teacher-designated area, and turning the temperature and oven setting off.

This objective is mastered when the student:

1. Sets oven temperature

2. Turns on oven

3. Uses potholders (one in each hand) to place food in oven when oven is pre-heated

4. Leaves food in oven for designated time (no more than five minutes overtime)

5. Uses potholders to remove food from oven (one in each hand)

6. Turns off oven

7. Turns off temperature setting

KITCHEN APPLIANCE OPERATION

19.3.2.2.8.0.1(680) Given a toaster (plugged-in and pre-set at medium), and two pieces of bread, the student will, to the satisfaction of the teacher, toast the bread by putting a piece of bread in each of the two slots, pushing down the lever, and removing the toasted bread when it pops up.

This objective is mastered when the student:

1. Picks up bread

2. Places piece of bread in each slot

3. Pushes down lever

4. Pushes down lever until bread stays down

5. Removes toasted bread when it pops up

6. Does not burn fingers
OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.8.0.2(681) Given an electric can opener (plugged-in) and a can, the student will, to the satisfaction of the teacher, open the can by placing the can under the opener blade, locking the can in place, puncturing the lid of the can with the opener blade, maintaining pressure on the opener handle until the perimeter of the lid is completely separated from the rim, taking the can from the can opener, and removing the severed lid.

This objective is mastered when the student:

1. Picks up can
2. Places can under opener blade
3. Locks can in place
4. Punctures lid of can with opener blade
5. Maintains pressure on opener handle
6. Perimeter of can is completely separated from rim
7. Takes can from can opener
8. Removes severed lid
9. Does not spill contents of can
10. Does not cut self

19.3.2.8.0.3(682) Given an electric hand mixer (plugged-in) and ingredients to be mixed in a bowl, the student will, to the satisfaction of the teacher, mix the ingredients by turning on and setting the mixer on medium speed, placing the mixer in the bowl, mixing the ingredients by holding the mixer down, going around the inside surface of the bowl, continuing this procedure until all of the contents of the bowl are thoroughly mixed, turning the mixer off, and removing the mixer from the bowl.

This objective is mastered when the student:

1. Picks up mixer
2. Turns on mixer
3. Sets mixer on medium speed
4. Puts mixer down in bowl
5. Moves mixer in circular direction around inside of bowl
6. Blends ingredients thoroughly
7. Turns off mixer
8. Removes mixer from bowl
OCCUPATIONAL
DOMESTIC SERVICE

DISHWASHING AND DRYING

19.3.2.2.9.0.1(683) Given a bowl containing 18 pieces of silverware (six forks, six knives, six spoons), the student will, with 100% accuracy, sort the silverware into one pile of six forks, one pile of six knives, and one pile of six spoons.

This objective is mastered when the student:

1. Separates silverware into three piles
2. Places all knives in one pile
3. Places all forks in one pile
4. Places all spoons in one pile

19.3.2.2.9.0.2(684) Given a dry cloth, four wet plates, four wet glasses, four wet knives, four wet forks, four wet spoons, and four wet pots and pans, the student will, to the satisfaction of the teacher, dry the dishes with the dry cloth and put the dishes, glasses, silverware, and pots and pans away in the storage areas designated by the teacher.

This objective is mastered when the student:

1. Dries glasses
2. Dries plates
3. Dries silverware
4. Dries pots and pans
5. Stores glasses properly
6. Stores plates properly
7. Stores silverware properly
8. Stores pots and pans properly
9. Does not break dishes

19.3.2.2.9.0.3(685) Given an automatic dishwasher, automatic dishwasher detergent, and enough dirty dishes, glasses, and silverware to fill the dishwasher, the student will, to the satisfaction of the teacher, wash the dishes by loading the dishwasher properly, putting the correct amount of detergent in the detergent dispenser, closing the dishwasher securely, starting the dishwasher, unloading the dishwasher when the cycle is completed and the dishes are cool, and putting the dishes in the storage areas designated by the teacher.

This objective is mastered when the student:
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1. Places cups and glasses on top rack of dishwasher
2. Places silverware in silverware basket
3. Places dishes on bottom rack
4. Puts correct amount of dishwasher detergent in detergent dispenser
5. Closes detergent dispenser securely
6. Closes dishwasher securely
7. Starts dishwasher
8. Waits until dishwasher cycle is completed before opening machine
9. Waits until dishes are cool before unloading
10. Puts all dishes, glasses, and silverware in proper storage areas

19.3.2.2.9.0.4(686) Given a sink and a dishpan (or a double sink), a dishcloth, a bottle of dishwashing detergent, a drainboard, a dish drainer, four dirty plates, four dirty forks, four dirty spoons, four dirty knives, and four dirty glasses, the student will, to the satisfaction of the teacher, wash the dishes by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, washing and rinsing the glasses, silverware, and plates (in that order), and placing the dishes on the drainer.

This objective is mastered when the student:

1. Turns on water
2. Adjusts water to medium temperature
3. Fills dishpan (or one side of double sink) at least 1/2 full of water
4. Adds an appropriate amount of detergent to water
5. Washes glasses first
6. Washes silverware second
7. Washes plates third
8. Rinses dishes and silverware
9. All soap removed
10. All dishes and silverware clean
11. Places dishes on drainer
12. Does not break dishes
13. Empties dishpan and/or drains sink
14. Turns off water
19.3.2.9.0.5(687) Given a sink and a dishpan (or a double sink), a dish-cloth, a scouring pad, a bottle of dishwashing detergent, a drainboard, a dish drainer, two dirty pots, and two dirty pans, the student will, to the satisfaction of the teacher, wash the pots and pans by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, scouring and rinsing the pots and pans, and placing them on the drainer.

This objective is mastered when the student:

1. Turns on water
2. Adjusts water to medium temperature
3. Fills dishpan (or one side of double sink) at least 1/2 full of water
4. Adds an appropriate amount of detergent to water
5. Scours pots
6. Scours pans
7. Rinses pots
8. Rinses pans
9. All soap removed
10. Both pots clean
11. Both pans clean
12. Places pots and pans on drainer
13. Empties dishpan and/or drains sink
14. Turns off water

TABLE SETTING AND CLEARING

19.3.2.10.0.1(688) Given a food scraper, a waste container, dishes with scraps of food on them, and a sink, the student will, to the satisfaction of the teacher, scrape the dishes clean by carrying the used dishes to a designated area and scraping any remaining food and pouring any remaining liquid into the designated waste container.

This objective is mastered when the student:

1. Carries dishes to designated area
2. Uses scraper to remove food particles
3. Disposes of scraps in waste container
4. Does not spill food
5. Does not eat waste
6. Pours beverage remains in sink
7. Does not spill beverage
8. Does not drink beverage
19.3.2.2.10.0.2(689) Given dirty dishes on a table with two people seated at it, the student will, to the satisfaction of the teacher, clear the table by removing the dirty dishes from the right side of each person.

This objective is mastered when the student:

1. Removes dishes from right hand side of first person  
2. Removes dishes from right hand side of second person  
3. Removes appropriate number of dishes at a time  
4. Does not drop or spill food scraps  
5. Does not drop dishes

19.3.2.2.10.0.3(690) Given a damp dishcloth, a dry cloth, and a table with bread crumbs and food spills on it, the student will, to the satisfaction of the teacher, clean the table by wiping the bread crumbs and food spills from the table, rinsing the cloth, washing the table clean, and drying the table surface.

This objective is mastered when the student:

1. Wipes table using damp cloth  
2. Cleans table of crumbs  
3. Wipes crumbs into hand or inside cloth (not on floor)  
4. Rinses cloth  
5. Washes table clean of food spills  
6. Dries table using dry cloth

19.3.2.2.10.0.4(691) Given seven different food items to serve to two people, the student will, to the satisfaction of the teacher, serve to the left of each person the foods and beverages in this order: water for each, soup for each, salad for each, main dish for each (meat and vegetable), dessert for each, and coffee for each.

This objective is mastered when the student:

1. Serves person #1 without spilling or dropping:
   
   Water  
   Soup  
   
   Salad  
   Main Dish  
   
   Dessert  
   Coffee
2. Serves person #2 without spilling or dropping:

- Water
- Salad
- Soup
- Main Dish
- Dessert
- Coffee

3. Serves in correct order

4. Serves to left of each person

19.3.2.2.10.0.5(692) Given a table, two chairs, two plates, two knives, two forks, two spoons, two napkins, two glasses, and two cups and saucers, the student will, to the satisfaction of the teacher, set the table by placing a plate on the table in front of each chair, placing a fork to the left of each plate, placing a napkin to the left of each fork, placing a knife to the right of each plate (with the blade facing to the left), placing a spoon to the right of the knife, placing a glass at the tip of each knife, and placing a cup and saucer to the right of each spoon.

This objective is mastered when the student:

1. Sets place setting I:
   - Plate in front of chair
   - Blade facing to left
   - Fork to left of plate
   - Spoon to right of knife
   - Napkin to left of fork
   - Glass at tip of knife
   - Knife to right of plate
   - Cup and saucer to right of spoon

2. Sets place setting II:
   - Plate in front of chair
   - Blade facing to left
   - Fork to left of plate
   - Spoon to right of knife
   - Napkin to left of fork
   - Glass at tip of knife
   - Knife to right of plate
   - Cup and saucer to right of spoon
OCCUPATIONAL
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SORTING, WASHING, AND DRYING CLOTHES

19.3.2.2.11.0.1(693) Given a load of freshly washed clothes in a washing machine, and an electric clothes dryer, the student will, to the satisfaction of the teacher, dry the clothes by removing the articles from the washer, one at a time, shaking them out, putting them into the dryer, adjusting the dryer to the proper setting, turning on the dryer, checking the clothes for dryness at the end of the drying cycle, and removing the clothes when they are dry.

This objective is mastered when the student:

1. Takes article of clothing from washer (one at a time)
2. Shakes out article
3. Places article in dryer
4. Repeats numbers 1-3 for each article
5. Adjusts dryer to proper setting
6. Turns on dryer
7. Checks clothes for dryness after drying cycle is completed
8. Removes clothes when they are dry

19.3.2.2.11.0.2(694) Given an automatic washer, washing detergent, and a load of colored clothes to be washed, the student will, to the satisfaction of the teacher, wash the clothes by adjusting the washer controls to the correct setting, depositing the clothes in the washer, engaging the control to begin filling the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

1. Adjusts washer control to setting for colored clothes
2. Deposits clothes in washer
3. Engages control to begin filling machine with water
4. Adds correct amount of washing detergent
5. Closes machine

19.3.2.2.11.0.3(695) Given an automatic washer, washing detergent, and a load of white clothes to be washed, the student will, to the satisfaction of the
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DOMESTIC SERVICE

teacher, wash the clothes by adjusting the washer controls to the cold water setting, depositing the clothes in the washer, engaging the control to fill the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

1. Adjusts washer control to cold water setting
2. Deposits clothes in washer
3. Engages control to begin filling machine with water
4. Adds correct amount of washing detergent
5. Closes machine

19.3.2.2.11.0.4(696) Given a washing machine which contains a filter full of lint and a brush, the student will, to the satisfaction of the teacher, clean the filter by removing it from the machine, brushing the filter until all lint is removed, and returning the filter to its proper position in the machine.

This objective is mastered when the student:

1. Removes filter from machine
2. Brushes filter
3. Removes all lint from filter
4. Replaces filter correctly in machine

19.3.2.2.11.0.5(697) Given an assortment of clothes to be washed (white and colored wash-and-wear, and white and colored regular fabric), the student will, to the satisfaction of the teacher, sort the clothes by placing them in four piles according to color and type of fabric.

This objective is mastered when the student:

1. Sorts clothes into four piles
2. Places white wash-and-wear together
3. Places white regular-type fabric together
4. Places colored wash-and-wear together
5. Places colored regular-type fabric together

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Given a bag of clothespins, a clothesline (set up for hanging clothes), and a basket of damp clothes containing two sheets, three pairs of socks, two pairs of dungarees, and three towels, the student will, to the satisfaction of the teacher, hang the clothes on the line by properly pinning each garment securely to the line.

This objective is mastered when the student:

1. Opens pins correctly
2. Pins towels correctly
3. Pins sheets correctly
4. Pins socks correctly
5. Pins dungarees correctly
6. Hangs clothes securely
7. Does not drag clothes on ground
8. Does not drop clothes on ground

Given a waslipan of warm, soapy water, a washpan of clean water, a basket, and an assortment of four pieces of clothing which require hand washing, the student will, to the satisfaction of the teacher, wash the clothes by placing the clothes, one at a time, in the soapy water, washing each piece until all visible dirt has been removed, squeezing the soapy water out of each piece, rinsing each piece in the pan of clean water until all soap and dirt have been removed, wringing each piece by hand until all the excess water has been removed, and placing each piece in the basket.

This objective is mastered when the student:

1. Places clothing in soapy water
2. Forces soapy water through all areas of clothing using agitating motion
3. Rubs soiled areas of clothing together gently
4. All visible dirt removed from clothing
5. Squeezes excess soapy water from clothing
6. Places clothing in rinse water
7. Forces clean water through clothing using up and down motion
8. Removes all soap from clothing
9. Wrings excess water from clothing gently
10. Places clothing in basket after wringing
11. Washes and rinses clothing without excess spilling
12. Repeats numbers 1-11 for second article of clothing
13. Repeats numbers 1-11 for third article of clothing
14. Repeats numbers 1-11 for fourth article of clothing
19.3.2.2.12.0.1(700) Given a double bed, a fitted mattress pad, and a fitted bottom sheet, the student will, to the satisfaction of the teacher, put the mattress pad and then the bottom sheet (right-side-up) smoothly on the bed so that they are fitted and tucked in firmly at the corners and sides of the mattress.

This objective is mastered when the student:

1. Places mattress pad on bed (right-side-up)
2. Secures corners of mattress pad under corners of mattress
3. Tucks sides and ends of pad firmly under mattress (if appropriate)
4. Top of mattress pad smooth
5. Places bottom sheet on bed (right-side-up)
6. Secures corners of bottom sheet under corners of mattress
7. Tucks sides and ends of bottom sheet firmly under mattress
8. Top of fitted bottom sheet smooth

19.3.2.2.12.0.2(701) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, and a blanket in proper position, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, put each pillow inside a pillow case so that the pillow touches the bottom of the pillow case with the sides of the pillow adjacent to the seams of the pillow case and place the pillows in the proper position at the head of the bed.

This objective is mastered when the student:

1. Puts pillow inside pillow case
2. Pillow touches bottom of pillow case
3. Sides of pillow adjacent to seams of pillow case
4. Positions pillow parallel to top of mattress
5. Pillow case smooth
6. Repeats numbers 1-5 for second pillow

19.3.2.2.12.0.3(702) Given a double bed with a mattress pad and bottom sheet
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in the proper position, a flat top sheet, and a flat blanket, the student will, to the satisfaction of the teacher, put the top sheet and then the blanket (right-side-up) smoothly on the bed so that the sides are even and the bottoms are tucked firmly under the foot of the mattress.

This objective is mastered when the student:

d. Places top flat sheet on bed (right-side-up)  
6. Places blanket on bed (right-side-up)

2. Places top of sheet within one foot of head of mattress  
7. Places top of blanket within one foot of head of mattress

3. Sides of top sheet hang evenly over both sides of mattress  
8. Sides of blanket hang evenly over both sides of mattress

4. Tucks bottom of top sheet firmly under foot of mattress  
9. Tucks bottom of blanket firmly under foot of mattress

5. Top sheet smooth  
10. Blanket smooth

19.3.2.2.12.0.4(703) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, a blanket and two pillows in the proper position, and a bedspread, the student will, to the satisfaction of the teacher, put the spread (right-side-up) smoothly on the bed so that the sides and bottom are even and the top of the spread completely covers the pillows, with any excess spread tucked under the pillows.

This objective is mastered when the student:

1. Places spread on bed (right-side-up)  
3. Covers top of pillows completely with top of spread

2. Both sides and bottom of spread hang evenly over bed  
4. Tucks excess spread under pillows

5. Bedspread smooth

19.3.2.2.12.0.5(704) Given a double bed, a fitted mattress pad, a fitted bottom sheet, a flat top sheet, a blanket, a bedspread, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, make
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the bed by properly placing the mattress pad, sheets, blanket, pillows, and spread on the bed in the correct order.

This objective is mastered when the student:

1. Places mattress pad on bed (right-side-up)
2. Secures corners of mattress pad under corners of mattress
3. Tucks sides and ends firmly under mattress (if appropriate)
4. Mattress pad smooth
5. Places bottom sheet on bed (right-side-up)
6. Secures corners of bottom sheet under corners of mattress
7. Tucks sides and ends of bottom sheet firmly under mattress
8. Fitted bottom sheet smooth
9. Places top flat sheet on bed (right-side-up)
10. Places top of sheet within one foot of head of mattress
11. Sides of top sheet hang evenly over both sides of mattress
12. Tucks bottom of top sheet firmly under foot of mattress
13. Top sheet smooth
14. Places blanket on bed (right-side-up)
15. Places top of blanket within one foot of head of mattress
16. Sides of blanket hang evenly over both sides of mattress
17. Tucks bottom of blanket firmly under foot of mattress
18. Blanket smooth
19. Puts pillows inside pillow cases
20. Pillows touch bottom of pillow cases
21. Sides of pillows adjacent to seams of pillow cases
22. Positions pillows parallel to top of mattress
23. Pillow cases smooth
24. Places spread on bed (right-side-up)
25. Both sides and bottom of spread hang evenly over bed
26. Covers top of pillows completely with top of spread
27. Tucks excess spread under pillows
28. Bedspread smooth
OCCUPATIONAL
DOMESTIC SERVICE

IRONING AND STORAGE OF CLOTHING

19.3.2.2.13.0.1(705) Given a folded dishcloth, a folded sheet, a folded tea towel, a hot pad, and a designated storage area, the student will, to the satisfaction of the teacher, put these articles away in their proper storage area without wrinkling, unfolding, or dropping them.

This objective is mastered when the student:

1. Carries items to storage area
2. Places items in storage area
3. Does not wrinkle or unfold items
4. Does not drop items

19.3.2.2.13.0.2(706) Given a pair of socks, a long-sleeved sweater, a T-shirt, a towel, and a sheet, the student will, to the satisfaction of the teacher, fold these articles neatly.

This objective is mastered when the student:

1. Folds pair of socks neatly
2. Folds sweater neatly
3. Folds T-shirt neatly
4. Folds towel neatly
5. Folds sheet neatly

19.3.2.2.13.0.3(707) Given a steam iron (plugged in and properly set), an ironing board, a handkerchief, an apron, a long-sleeved blouse, and a pair of pants, the student will, to the satisfaction of the teacher, iron each piece of clothing until the wrinkles are removed.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>HANDKERCHIEF</th>
<th>APRON</th>
<th>LONG-SLEEVED BLOUSE</th>
<th>PANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Irons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Wrinkles removed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does not scorch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does not burn self</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEWING AND MENDING BY HAND

19.3.2.2.14.0.1(708) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, with 100% accuracy, touch the correct tool as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: pins, scissors, thimble, pattern, seam gauge, thread, needle, shears, measuring tape, seam ripper)


19.3.2.2.14.0.2(709) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, to the satisfaction of the teacher, demonstrate the proper use of each tool when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Show me how to use the pattern." 6. "Show me how to use the scissors."
2. "Show me how to use these pins." 7. "Show me how to use the measuring tape."
3. "Show me how to use the needle." 8. "Show me how to use the seam gauge."
4. "Show me how to use the thread." 9. "Show me how to use the shears."
5. "Show me how to use the thimble." 10. "Show me how to use the seam ripper."
19.3.2.2.14.0.3(710) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five basting stitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand  
2. Pushes needle through material with thimble  
3. Sews baste stitch  
4. Sews 5 basting stitches  
5. Secures stitches with knot  
6. Cuts thread with scissors

19.3.2.2.14.0.4(711) Given a garment with a hole in it, pins, an iron-on patch, an iron (plugged in and set at the correct setting), and an ironing board, the student will, to the satisfaction of the teacher, patch the hole by attaching the patch with the pins to completely cover the hole, ironing over the patch until it is secured to the garment, and removing the pins from the garment.

This objective is mastered when the student:

1. Places patch over hole  
2. Pins patch over hole  
3. Completely covers hole  
4. Places garment on ironing board  
5. Irons over patch  
6. Fastens patch securely  
7. Removes pins

19.3.2.2.14.0.5(712) Given a needle, a spool of thread, and a pair of scissors, the student will, to the satisfaction of the teacher, thread the needle by cutting off a sufficient amount of thread, directing one end of the thread into the eye of the needle, pulling the thread through, and securing one end of the thread with a knot.

This objective is mastered when the student:

1. Cuts appropriate length of thread  
2. Directs end of thread into eye of needle
3. Pulls thread through leaving sufficient amount of thread on each side of eye.  
4. Secures one end of thread with knot.

19.3.2.14.0.6(713) Given a 1" four-holed button, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the button onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the button to the material, securing the stitches by tying a knot, and cutting the thread with the scissors. This objective is mastered when the student:

1. Places thimble on third finger of sewing hand  
2. Directs needle into holes  
3. Uses up and down motion  
4. Alternates holes  
5. Secures button to material  
6. Secures stitches with knot  
7. Cuts thread with scissors

19.3.2.14.0.7(714) Given a four-holed 1/2" snap, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the snap onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the snap to the material, securing the stitches by tying a knot, and cutting the thread with the scissors. This objective is mastered when the student:

1. Places thimble on third finger of sewing hand  
2. Directs needle into holes  
3. Uses up and down motion  
4. Alternates holes  
5. Secures snap to material  
6. Secures stitches with knot  
7. Cuts thread with scissors

19.3.2.14.0.8(715) Given a thimble, a pair of scissors, a scrap of material,
and a threaded needle, the student will, to the satisfaction of the teacher, sew five overcast stitches by placing the thimble on the third finger of the sewing hand, stitching along the edge of the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand
2. Pushes needle through material with thimble
3. Sews along edge of material
4. Sews with overcast stitch
5. Sews 5 overcast stitches
6. Makes even stitching line
7. Secures stitches with knot
8. Cuts thread with scissors

19.3.2.14.0.9(716) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five backstitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand
2. Pushes needle through material with thimble
3. Sews backstitch
4. Sews 5 backstitches
5. Secures stitches with knot
6. Cuts thread with scissors

19.3.2.14.0.10(717) Given a garment to be hemmed, a seam gauge, straight pins, a pair of scissors, a threaded needle, and a thimble, the student will, to the satisfaction of the teacher, hem the garment by measuring a two-inch hem, securing the hem with the pins, placing the thimble on the third finger of the sewing hand, hemming the garment with a correct hem stitch, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the hem.

This objective is mastered when the student:
Given a garment with a seam that needs to be mended, a threaded needle, straight pins, a pair of scissors, and a thimble, the student will, to the satisfaction of the teacher, mend the seam by securing the seam with the pins, placing the thimble on the third finger of the sewing hand, using a proper mending stitch to secure the seam, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the garment.

This objective is mastered when the student:

1. Secures seam with pins  
2. Places thimble on third finger of sewing hand  
3. Uses proper mending stitch  
4. Mends seam  
5. Secures stitches with knot  
6. Cuts thread with scissors  
7. Removes pins

SEWING AND MENDING BY MACHINE

Given a sewing machine, the student will, with 100% accuracy, touch the correct area of the sewing machine in response to specific teacher questions about the function of sewing machine parts.

This objective is mastered when the student responds correctly to each of the requests below:

"Where do you place the bobbin to wind it?"
1. Touches bobbin wind thread post

"Where do you place the bobbin to sew?"
2. Touches bobbin case
"Where do you put the spool of thread?"
3. Touches spool pin

"How do you make the machine go forward?"
4. Pushes stitch length selector to forward; touches presser foot

"How do you make the machine go backward?"
5. Pushes stitch length selector to reverse; touches presser foot

"Where do you place the material to sew?"
6. Touches under presser foot

"What do you use to make the machine go?"
7. Touches speed control and power switch

19.3.2.2.15.0.2(720) Given a simple pre-cut pattern, straight pins, material, a pair of scissors, and a cutting board, the student will, to the satisfaction of the teacher, use the pattern by placing the material and pattern on the cutting board, pinning the pattern on the material correctly, and cutting completely around the pattern, staying within 1/4" of the edge of the pattern.

This objective is mastered when the student:
1. Places material on cutting board
2. Places pattern on material
3. Secures pattern to material by pinning along edges
4. Uses scissors and cuts along pattern
5. Cuts within 1/4" of edge of pattern
6. Cuts out complete pattern

19.3.2.2.15.0.3(721) Given a sewing machine and a new sewing machine needle, the student will, to the satisfaction of the teacher, change the sewing machine needle by removing the old needle and replacing it with the new sewing machine needle.

This objective is mastered when the student:
1. Removes sewing machine needle
2. Positions new needle correctly
3. Secures new needle in slot
19.3.2.15.0.4(722) Given a sewing machine, an empty bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, wind the bobbin by placing the bobbin and spool of thread in the appropriate places according to the diagram and winding the bobbin until it is full.

This objective is mastered when the student:

1. Places empty bobbin in correct place
2. Places spool of thread in correct place
3. Follows diagram to place thread correctly
4. Winds bobbin until full

19.3.2.15.0.5(723) Given two pieces of material, straight pins, a threaded bobbin, and a sewing machine, the student will, to the satisfaction of the teacher, sew the material into a seam by pinning the material together so that the edges are even, sewing a straight seam, securing the seam with a reverse stitch, cutting the thread, and removing the pins from the material.

This objective is mastered when the student:

1. Pins two pieces of material together correctly so edges of material are even
2. Places material under presser foot
3. Puts presser foot down
4. Starts machine in forward
5. Sews to end of seam
6. Guides material along guide-line on throat plate
7. Sews straight seam
8. Secures seam with approximately five reverse stitches
9. Cuts thread
10. Removes material from under presser foot
11. Removes pins from material

19.3.2.15.0.6(724) Given a sewing machine, a threaded bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, thread the machine by positioning the bobbin and the spool of thread in their proper places and following the diagram to completely thread the machine.

This objective is mastered when the student:
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1. Places bobbin in correct place
2. Places spool of thread in correct place
3. Places thread in correct places by sequentially following diagram
4. Threads machine completely
OCCUPATIONAL
DOMESTIC SERVICE

YARDWORK AND MAINTENANCE

PET MAINTENANCE

19.3.2.3.1.0.1(725) Given a dog, a bag of dry dog food, a spoon, a feeding dish, a water dish, and a pitcher of water, the student will, to the satisfaction of the teacher, feed and water the dog by pouring an appropriate amount of dog food and water into the feeding dish, mixing it, pouring a proper amount of water into the water dish, and placing the feeding and water dishes in an area accessible to the dog.

This objective is mastered when the student:

1. Opens bag of dog food
2. Pours dry dog food into feeding dish
3. Uses appropriate amount of food
4. Closes bag of dog food
5. Pours water from pitcher over food
6. Uses proper amount of water
7. Mixes food and water with spoon
8. Pours water into water dish
9. Places food and water dishes in area accessible to dog
10. Does not spill water or dog food

19.3.2.3.1.0.2(726) Given a fish bowl that needs cleaning, a plastic dishpan filled with soapy water, a washing rag, a sink, and fish food, the student will, to the satisfaction of the teacher, clean the fish bowl by pouring the dirty water from the bowl, washing the bowl with soapy water, rinsing the bowl until all the soap and dirt are removed, drying the bowl, filling the bowl with a proper amount of clean water (room temperature), and adding an appropriate amount of fish food.

This objective is mastered when the student:

1. Pours water from bowl into sink
2. Holds bowl securely
3. Washes inside and outside of bowl with rag and soapy water
4. Bowl is free of all visible dirt
5. Turns on water
6. Rinses inside and outside of bowl
7. Bowl is free of all visible soap
OCCUPATIONAL
DOMESTIC SERVICE

8. Dries outside of bowl                  12. Turns off water
9. Pours clean water in bowl             13. Puts animal food in bowl
10. Pours room temperature               14. Uses appropriate amount water in bowl
    water in bowl
11. Uses appropriate amount of water     15. Does not spill water

19.3.2.3.1.0.3(727) Given a dirty cage, wood chips, a source of water,
cleaning agent, a brush, two pails, a rag, some newspaper, and animal food,
the student will, to the satisfaction of the teacher, clean the animal cage
by removing all dirty materials from inside and under the cage, preparing a
pail of soapy water and a pail of clean water, washing, rinsing, and drying
the cage, and placing clean food and materials inside and under the cage.

This objective is mastered when the student:

1. Prepares cage for cleaning            9. Dries inside and outside of cage thoroughly with rag
   (e.g., removing bottom of cage if necessary)  10. Reassembles cage (if necessary)
2. Removes dirty materials from         11. Places clean newspaper under cage
   under and inside cage
4. Prepares pail of clean water         13. Places food in feeder
5. Washes inside and outside of cage    14. Uses appropriate amount of food
   with soapy water
6. Cage is free of all visible dirt     15. Places water in dish
7. Rinses inside and outside of cage    16. Uses appropriate amount of water
8. Cage is free of all visible soap     17. Does not spill food or water
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DOMESTIC SERVICE

19.3.2.3.1.0.4(728) Given a dog, a pet brush, and a trash container, the student will, to the satisfaction of the teacher, remove the loose hair and tangles from all hairy areas of the dog by picking up the brush, placing the bristles of the brush on the dog, gently pulling the brush in the direction of the hair growth, repeating this procedure until all the hair is smooth, removing the hair from the pet brush when needed, and placing this hair in the trash container.

This objective is mastered when the student:

1. Picks up brush
2. Places bristles of brush on dog
3. Brushes in direction of hair growth
4. Brushes gently
5. Brushes to end of hair strands
6. Brushes all hair on dog
7. Removes tangles and loose hair from dog
8. Removes hair from pet brush
9. Places loose hair in trash container

19.3.2.3.1.0.5(729) Given a dog, a washtub half-filled with warm, soapy water, a brush for scrubbing animals, a washtub half-filled with clean, warm water, and a large towel, the student will, to the satisfaction of the teacher, wash the dog by placing him in the tub of soapy water, scrubbing him gently with the brush, until he is clean, placing him in the tub of clean water, rinsing him until all soap and dirt are removed, removing him from the tub, and drying him with the towel.

This objective is mastered when the student:

1. Places dog in tub of warm soapy water
2. Grasps scrub brush
3. Scrubs dog gently with brush
4. Uses care around eyes and nose
5. Dog is free of all visible dirt
6. Removes dog from tub of soapy water
7. Places dog in tub of clean warm water
8. Pours water on dog
9. Dog is free of all visible soap
10. Removes dog from water
OCCUPATIONAL DOMESTIC SERVICE

11. Dries dog immediately  12. All areas of dog dry  
13. Holds dog firmly while washing, rinsing, and drying 

CAR MAINTENANCE

19.3.2.3.2.0.1(730) Given a car, a pail of soapy water, a sponge, a hose attached to a faucet, dry rags, a container of window cleaner, and a brush, the student will, to the satisfaction of the teacher, wash the car by rinsing the car with water, scrubbing the outside surface from top to bottom, scouring the tires, cleaning the windows, rinsing the entire car from top to bottom, and wiping the car thoroughly with rags until it is clean and dry.

This objective is mastered when the student:

1. Turns on water  8. Outside surface of car free of all visible soap 
2. Rinses car  9. Turns off water 
3. Scrubs outside surface with soapy sponge  10. Uses rags to dry car thoroughly 
4. Scrubs from top to bottom  11. Outside surface of car free of all visible moisture 
5. Scours tires with brush  12. Cleans outside of windows with window cleaner 
6. Rinses entire car with hose  13. Outside of windows free of all visible dirt 
7. Outside surface of car free of all visible dirt

19.3.2.3.2.0.2(731) Given a car, a vacuum cleaner, a pail of soapy water, a hose, rags, a cheese cloth, a container of window cleaner, and a waste container, the student will, to the satisfaction of the teacher, clean the inside of the car by emptying the ashtrays, washing, rinsing, and drying the floor mats, washing, rinsing, and drying the windows, wiping the upholstery and dashboard, and vacuuming the floor and seats of the car.

This objective is mastered when the student:
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DOMESTIC SERVICE

1. Removes ashtrays from car
2. Empties ashtrays into waste container
3. Replaces ashtrays in car
4. Removes floor mats
5. Dampens rag with soapy water
6. Washes floor mats
7. Rinses floor mats with hose
8. Floor mats free of all visible dirt and soap
9. Dries floor mats
10. Floor mats free of all visible moisture
11. Sprays cleaner on windows (small area at a time)
12. Wipes windows with cheese cloth
13. Windows free of all visible dirt, cleaner, and streaks
14. Dampens cloth in clean water
15. Wipes vinyl upholstery with damp cloth
16. Vinyl upholstery free of all visible dirt
17. Wipes entire dash with damp cloth
18. Dash free of all visible dirt
19. Vacuums upholstery of the entire car
20. Upholstery free of all visible dirt
21. Vacuums floor
22. Floor free of all visible dirt
23. Replaces mats in car

19.3.2.3.2.0.3(732) Given a container of car wax, two clean cloths, and a clean car to be waxed, the student will, to the satisfaction of the teacher, wax the car by opening the wax container, taking an appropriate amount of wax onto one cloth, spreading the wax across the entire body of the car, a small area at a time, letting the wax dry according to the directions, and polishing the car until all the haze is removed.

This objective is mastered when the student:

1. Opens wax container
2. Takes appropriate amount of wax onto one cloth
3. Spreads wax evenly across entire body of car (small area at time)
4. Lets wax dry
OCCUPATIONAL
DOMESTIC SERVICE

5. Closes wax container ___
6. Takes clean cloth ___
7. Polishes car ___
8. Uses circular motions ___
9. Removes all haze ___

GROUNDSKEEPING

19.3.2.3.0.1(733) Given a garbage can and a 10' x 10' section of ground littered with trash, the student will, to the satisfaction of the teacher, clean up the grounds by picking up the trash and placing it in the can until the entire area is free of trash.

This objective is mastered when the student:

1. Picks up trash ___
2. Places trash in can ___
3. Repeats numbers 1 and 2 for remaining trash ___
4. Entire area free of all visible trash ___

19.3.2.3.0.2(734) Given a shrub, a large piece of burlap, a ball of twine, and a pair of scissors, the student will, to the satisfaction of the teacher, cover the shrub by placing the burlap over the plant and securing the burlap around the base of the plant with the twine.

This objective is mastered when the student:

1. Places burlap over shrub ___
2. Wraps twine around burlap at base of shrub ___
3. Secures burlap at base of shrub ___
4. Cuts twine with scissors ___
5. Covers shrub securely ___

19.3.2.3.0.3(735) Given a rake, a bushel basket, and a 10' x 10' section of ground covered with leaves, the student will, to the satisfaction of the teacher, rake the leaves by gathering them into a pile with the rake, using short sweeping motions, scooping the leaves into the basket, and repeating.
this procedure until the entire section is free of leaves.

This objective is mastered when the student:

1. Picks up rake
2. Rakes with short sweeping motions
3. Gathers leaves into pile(s) with rake
4. Scoops leaves into basket with hands or rake
5. Repeats numbers 2-4 for remaining leaves
6. Entire area free of all visible leaves

19.3.2.3.0.4(736) Given a hand lawn mower and a 10' x 10' section of overgrown grass, the student will, to the satisfaction of the teacher, mow the grass by pushing the mower in a straight line to the end of the section, turning it around, returning over the overgrown grass, and repeating this procedure until the entire section is free of overgrown grass.

This objective is mastered when the student:

1. Pushes mower
2. Pushes in straight line
3. Pushes mower to end of 10' x 10' section
4. Turns mower around
5. Returns on overgrown grass
6. Repeats numbers 1-5 for remaining area
7. Entire 10' x 10' section free of overgrown grass

19.3.2.3.0.5(737) Given a wheelbarrow and a 3' x 3' section of ground covered with weeds, the student will, to the satisfaction of the teacher, move the weeds by grasping the bottom of each weed, pulling and removing the entire weed (roots included) from the ground, placing it in the wheelbarrow, and repeating this procedure until the entire area is free of weeds.

This objective is mastered when the student:

1. Grasps weed at bottom
2. Pulls weed
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3. Removes weed (including roots) 5. Repeats numbers 1-4 for remaining weeds

4. Places weed in wheelbarrow 6. Entire area free of all visible weeds

7. Does not remove plants that are not weeds

19.3.2.3.3.0.6(738) Given a five foot section of walkway overgrown with grass, an edger, and a wheelbarrow, the student will, to the satisfaction of the teacher, edge the walkway by placing the edger approximately one inch from the side of the walkway, pushing the edger down with his foot to loosen the grass, removing the grass and placing it in the wheelbarrow, and repeating this procedure until the entire walkway is free of overgrown grass.

This objective is mastered when the student:

1. Places edger approximately 1" from side of walkway
2. Pushes down on edger with foot
3. Loosens grass
4. Removes grass
5. Places grass in wheelbarrow
6. Repeats numbers 1-5 for remainder of walkway
7. Entire walkway free of overgrown grass
8. Does not injure self with edger

19.3.2.3.3.0.7(739) Given a bush with dead parts, hand clippers, and a basket, the student will, to the satisfaction of the teacher, prune the bush by clipping the dead parts and placing them in the basket.

This objective is mastered when the student:

1. Picks up clippers
2. Cuts off dead part with clippers
3. Places dead part in basket
4. Repeats numbers 2 and 3 for all dead parts
5. Does not cut off live parts
PLANTING

19.3.2.3.4.0.1(740) Given an outdoor faucet; a watering can, and six seedling plants, the student will, to the satisfaction of the teacher, water the seedling plants by turning on the water faucet, filling the watering can to between one half and three-quarters of its capacity, and pouring an appropriate amount of water around each of the seedling plants.

This objective is mastered when the student:

1. Picks up watering can
2. Places can under water faucet
3. Turns on water
4. Fills can 1/2 to 3/4 full of water
5. Turns off water
6. Carries watering can to plants
7. Pours water on plants
8. Pours water on each plant
9. Pours acceptable amount of water on each plant

19.3.2.3.4.0.2(741) Given a spray-nozzle equipped hose attached to a faucet, and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, water the grass by turning on the water, spraying the water evenly over a small area at a time using a back and forth motion of the hose, and repeating this procedure until the entire section of grass is properly watered.

This objective is mastered when the student:

1. Turns on faucet
2. Turns on water to moderate force
3. Sprays water with back and forth motion of hose
4. Sprays water evenly
5. Sprays small area at a time
6. Repeats numbers 3-5 for remaining area
7. Does not over water
8. Turns off water

19.3.2.3.4.0.3(742) Given a five pound bag of fertilizer and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, fertilize the grass by scooping up a handful of fertilizer, sprinkling the fertilizer evenly
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over a small area of grass, and repeating this procedure until the 5' x 5'
section is completely fertilized.

This objective is mastered when the student:

1. Scoops up handful of fertilizer
2. Sprinkles fertilizer over small area of grass
3. Spreads evenly
4. Repeats numbers 1-3 for remaining area
5. Sprinkles entire section with fertilizer
6. Does not excessively fertilize

19.3.2.3.4.0.4(743) Given a hoe and a 5' x 5' section of packed ground, the
student will, to the satisfaction of the teacher, loosen the dirt by striking
the ground and pulling the loose dirt until all of the ground in the 5' x 5'
section has been loosened.

This objective is mastered when the student:

1. Picks up hoe
2. Strikes dirt with hoe
3. Pulls dirt loose
4. Uses short striking movements
5. Repeats numbers 2-4 for remaining area
6. Loosens dirt for entire area
7. Does not injure self or others with hoe

19.3.2.3.4.0.5(744) Given a shovel, a wheelbarrow filled with dirt, and a
hole into which the dirt can be shovelled, the student will, to the satis-
faction of the teacher, fill the hole by placing the shovel into the dirt,
scooping up the dirt, placing it in the hole, and repeating this procedure
until all of the dirt has been shovelled from the wheelbarrow.

This objective is mastered when the student:

1. Places shovel into dirt
2. Scoops up dirt
3. Places dirt in hole
4. Repeats numbers 1-3 until wheelbarrow is empty
5. Does not injure self or others with shovel
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19.3.2.3.4.0.6(745) Given a spade, a marked 3' x 3' section of ground in which to dig, and a wheelbarrow in which to put the dirt, the student will, to the satisfaction of the teacher, dig a hole by pushing the spade down into the ground using his foot, scooping up the dirt, placing the dirt into the wheelbarrow, and repeating this procedure until a hole approximately one foot deep has been dug inside the marked section.

This objective is mastered when the student:

1. Holds spade
2. Pushes spade into ground using foot
3. Loosens dirt
4. Scoops up loosened dirt
5. Places dirt in wheelbarrow
6. Digs hole approximately one foot deep
7. Repeats numbers 1-6 for entire 3' x 3' area
8. Stays within boundaries
9. Does not injure self or others with spade

19.3.2.3.4.0.7(746) Given a wheelbarrow loaded with dirt, the student will, to the satisfaction of the teacher, wheel the dirt to a designated place 15 feet away and then dump the load of dirt out of the wheelbarrow.

This objective is mastered when the student:

1. Grabs wheelbarrow with both hands on handles
2. Lifts wheelbarrow slightly off ground
3. Pushes it toward designated place
4. Pushes wheelbarrow to designated place
5. Tips wheelbarrow to side or on its end
6. Empties dirt on ground

19.3.2.3.4.0.8(747) Given two seeds, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the seeds by scooping up a trowelful of soil, inserting one seed in the hole, using the trowel to cover the seed with soil, and repeating this procedure with the other seed, spacing the seeds approximately six inches apart.

This objective is mastered when the student:
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1. Picks up trowel
2. Scoops up trowelful of soil
3. Inserts one seed in hole
4. Covers seed with soil using trowel
5. Repeats numbers 2-4 for second seed
6. Spacing seeds approximately 6" apart

19.3.2.3.4.0.9(748) Given a plant, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the plant by using the trowel to dig a hole large enough for the roots of the plant, placing the roots in the hole, and covering the roots with soil.

This objective is mastered when the student:

1. Picks up trowel
2. Digs hole large enough for roots of plant
3. Places roots in soil
4. Covers roots with soil using trowel
19.3.3.1.1.0.1(749) Given a bag of groceries and a designated area for depositing the bag, the student will, to the satisfaction of the teacher, carry the bag and deposit it in the designated area.

This objective is mastered when the student:

1. Picks up bag
2. Carries bag to designated place
3. Does not drop bag
4. Does not drop any contents
5. Deposits bag in designated area

19.3.3.1.1.0.2(750) Given a building with numbered rooms, the student will, to the satisfaction of the teacher, walk to the room named by the teacher.

This objective is mastered when the student:

1. Walks to room named by teacher
2. Completes within appropriate amount of time

19.3.3.1.1.0.3(751) Given a request by the teacher to run an errand, the student will, to the satisfaction of the teacher, complete the errand according to the teacher's directions.

This objective is mastered when the student:

1. Begins errand
2. Performs errand
3. Completes errand
4. Completes errand correctly
5. Completes errand in appropriate amount of time
OCCUPATIONAL COMMERCIAL SERVICE

CUSTODIAL

19.3.3.1.2.0.1(752) Given a paper towel dispenser, a packet of paper towels, and a key to unlock the dispenser, the student will, to the satisfaction of the teacher, fill the paper towel dispenser by unlocking the dispenser, filling it with the packet of paper towels, and relocking the dispenser.

This objective is mastered when the student:

1. Inserts key in lock
2. Turns key to unlock dispenser
3. Opens dispenser
4. Places paper towels in dispenser
5. Does not drop towels
6. Closes dispenser
7. Turns key to lock dispenser
8. Removes key from dispenser

19.3.3.1.2.0.2(753) Given a new light bulb and a light fixture with a burned-out bulb, the student will, to the satisfaction of the teacher, change the light bulb by making sure the light fixture is turned off, unscrewing the old light bulb, screwing the new light bulb into the socket, and turning the light on and off to test it.

This objective is mastered when the student:

1. Turns off light
2. Unscrews old light bulb
3. Screws in new light bulb
4. Does not break old light bulb
5. Does not break new light bulb
6. Turns light switch on and off to test

19.3.3.1.2.0.3(754) Given a latch board with an open latch-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the latch, turning the latch until it clicks, pulling on the door to see if it is locked, then turning the latch until the latch lock clicks in the open position.

This objective is mastered when the student:
1. Grasps latch  
2. Turns latch until lock clicks  
3. Pulls on door to see if it is locked  

(Unlocks)

4. Grasps latch  
5. Turns latch until lock clicks open  

19.3.3.1.2.0.4(755) Given a latch board with an open chain-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the end of the chain, sliding the chain lock into the chain slot until it is securely in place, then sliding the chain from the chain slot until the chain lock is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps end of chain  
2. Slides chain lock into chain slot  
3. Continues to slide chain until firmly anchored  

(Unlocks)

4. Grasps end of chain  
5. Slides chain until it is completely out of chain slot  

19.3.3.1.2.0.5(756) Given a latch board with an open bolt-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the bolt, sliding the bolt into the slot, pressing the bolt downward, then pressing the bolt upward and sliding it out of the slot until the bolt is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps knob on bolt  
2. Slides bolt into slot  
3. Presses bolt down
19.3.3.1.2.0.6(757) Given an unlocked door and its key, the student will, to the satisfaction of the teacher, lock and unlock the door by inserting the key in the keyhole, turning the key until the lock is engaged, pulling on the door to see if it is locked, then turning the key to release the lock, opening the door, and removing the key from the keyhole.

This objective is mastered when the student:

(Locks)
1. Inserts key  
2. Turns key  
3. Engages lock  
4. Turns knob to see if door is locked  

(Unlocks)
5. Turns key  
6. Releases lock  
7. Turns knob to open door  
8. Opens door  
9. Removes key from keyhole

19.3.3.1.2.0.7(758) Given three folding chairs and a storage rack, the student will, to the satisfaction of the teacher, store the chairs by collapsing each chair by bringing the seat and back of the chair together, carrying each chair to the storage rack, and placing each chair on the rack.

This objective is mastered when the student:

1. Places one hand on edge of seat  
2. Places other hand on back of chair  
3. Brings seat and back of chair together  
4. Collapses chair completely
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5. Does not endanger hands or fingers
6. Carries chair to rack
7. Places chair on rack

8. Places chair on rack correctly
9. Does not drop chair
10. Repeats numbers 1-9 for second chair
11. Repeats numbers 1-9 for third chair

ROOM ATTENDANT

19.3.3.1.3.0.1(759) Given a set of five numbered keys, the student will, to the satisfaction of the teacher, distribute three keys by handing the correct key to each of three persons requesting a specifically numbered key.

This objective is mastered when the student:

1. Picks up correct key for first person
2. Hands correct key to correct person

3. Repeats numbers 1 and 2 for second request
4. Repeats numbers 1 and 2 for third request

19.3.3.1.3.0.2(760) Given five numbered coats, three numbered tickets, and a designated place to put the tickets, the student will, to the satisfaction of the teacher, distribute each of the three coats by picking up the coat which matches the number on the ticket presented, handing the coat to the person presenting the ticket, and placing the ticket in the designated place.

This objective is mastered when the student:

1. Picks up coat matching numbered ticket
2. Hands correct person coat
3. Does not drop coat

4. Places ticket in designated place
5. Repeats numbers 1-4 for second ticket
6. Repeats numbers 1-4 for third ticket

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STOCK HANDLING

19.3.3.2.1.0.1(761) Given a box of paper, a box of crayons, and a box of toys each placed in a separate storage area, the student will, to the satisfaction of the teacher, retrieve each box and carry it to the teacher.

This objective is mastered when the student:

1. Locates box
2. Picks up box
3. Carries box to teacher
4. Does not drop box

19.3.3.2.1.0.2(762) Given a box of paper, a box of crayons, and a box of toys, and a designated storage area for each box, the student will, to the satisfaction of the teacher, carry each box to, and place each box in, its designated storage area.

This objective is mastered when the student:

1. Picks up box
2. Carries box to storage area
3. Places box in correct storage area
4. Does not drop box

19.3.3.2.1.0.3(763) Given two sealed cardboard boxes with two objects in each box and a designated storage area for each object, the student will, to the satisfaction of the teacher, unpack the boxes by opening each sealed cardboard
box, taking both objects out of each box, and placing each object in its designated storage area.

This objective is mastered when the student:

1. Breaks seal on box
2. Opens box
3. Takes out both objects
4. Places first object in correct storage area
5. Places second object in correct storage area
6. Does not drop objects
7. Repeats numbers 1-6 for second box

19.3.3.2.1.0.4(764) Given an empty cardboard box (approximately 1' x 1' x 2') placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending over from the waist, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by bending over from the waist.

This objective is mastered when the student:

1. Bends at waist with arms extended
2. Bends knees slightly
3. Grasps box with both hands
4. Straightens to erect position while holding box
5. Carries box to designated place
6. Bends at waist
7. Places box on floor
8. Does not drop or damage box

19.3.3.2.1.0.5(765) Given a cardboard box (approximately 1' x 1' x 2') which weighs ten pounds and is placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending at the knees, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by flexing his knees.

This objective is mastered when the student:
OCCUPATIONAL COMMERCIAL SERVICE

1. Bends at knees  5. Carries box to designated place
2. Bends slightly at waist  6. Lowers box by bending at knees and holding waist fairly erect
3. Grasps box with both hands  7. Places box on floor
4. Straightens to erect position while holding box  8. Does not drop or damage box

19.3.3.2.1.0.6(766) Given five boxes (approximately 1' x 1' x 2') stacked on the floor, a cart, and a designated storage area, the student will, to the satisfaction of the teacher, load and unload each box by lifting it from the floor, placing it on the cart, pushing the cart to the designated storage area, lifting each box from the cart, and placing each box in the designated storage area.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>BOX #1</th>
<th>BOX #2</th>
<th>BOX #3</th>
<th>BOX #4</th>
<th>BOX #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lifts box from floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Places box on cart</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pushes cart to designated area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lifts box from cart</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Places box in designated area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does not drop boxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19.3.3.2.1.0.7(767) Given three boxes (approximately 1' x 1' x 2') stacked on the floor, a hand truck (dolly), and a designated storage area, the student will, to the satisfaction of the teacher, stack the boxes on the loading surface of the upright truck, tilt the truck back by pulling the handle(s) to the rear, move the boxes to the designated storage area, take the boxes off the hand truck, place the boxes in the designated storage area, and return the truck to an upright position.
OCCUPATIONAL
COMMERCIAL SERVICE

This objective is mastered when the student:

1. Picks up boxes
2. Places boxes on dolly
3. Tilts dolly back
4. Moves boxes on dolly to designated storage area
5. Picks up boxes
6. Unloads dolly
7. Places boxes in storage area
8. Places dolly in designated storage area

19.3.3.2.1.0.8(768) Given 12 cans and a sample layer of cans (two cans deep and three cans long), the student will, to the satisfaction of the teacher, stack the cans by placing a can on each can in the sample layer until a second layer is completed and repeating this procedure to make a third layer of cans.

This objective is mastered when the student:

1. Places one can on top of each can in sample layer
2. Makes second layer on top of sample layer
3. Makes third layer on top of second layer
4. Stacks cans so that they are well balanced
5. Does not drop any cans

PAPER HANDLING

19.3.3.2.2.0.1(769) Given five envelopes and five pieces of folded paper, the student will, to the satisfaction of the teacher, stuff each envelope by opening the flap of the envelope, placing one folded paper into the envelope so that the edges of the paper are parallel to the edges of the envelope, and closing the envelope flap.

This objective is mastered when the student:

1. Opens flap of envelope
2. Puts one sheet of paper in envelope
3. Edges of paper parallel to edges of envelope
4. Closes flap of envelope
OCCUPATIONAL COMMERCIAL SERVICE

5. Envelope stuffed neatly
6. Repeats numbers 1-5 for second envelope and paper
7. Repeats numbers 1-5 for third envelope and paper
8. Repeats numbers 1-5 for fourth envelope and paper
9. Repeats numbers 1-5 for fifth envelope and paper

19.3.3.2.2.0.2(770) Given a row of standard staples and an empty stapler, the student will, to the satisfaction of the teacher, load the stapler by pulling the top of the stapler up, pulling back the spring, inserting the row of staples, releasing the spring, closing, and securing the stapler top.

This objective is mastered when the student:

1. Opens top of stapler
2. Pulls back spring
3. Places staples in stapler
4. Releases spring
5. Closes top
6. Closes top firmly
7. Does not hurt himself

19.3.3.2.2.0.3(771) Given a staple remover and five sets of three-stapled papers, the student will, to the satisfaction of the teacher, remove the staples from each set of papers by holding the staple remover in one hand while holding a set of papers in the other, inserting the staple remover prongs under the staple while at the same time pressing in on the staple remover, and removing the staple.

This objective is mastered when the student:

1. Picks up first set of stapled papers in one hand
2. Holds staple remover in other hand
3. Inserts staple remover prongs under staple
4. Presses staple remover handle while prongs are placed under staple
5. Removes staple
6. Does not tear papers

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7. Repeats numbers 1-6 for second set of papers
8. Repeats numbers 1-6 for third set of papers
9. Repeats numbers 1-6 for fourth set of papers
10. Repeats numbers 1-6 for fifth set of papers

19.3.3.2.2.0.4(772) Given a filled stapler and five sets of three collated pages, the student will, to the satisfaction of the teacher, staple each set of papers together by aligning the papers in each set so that the edges are even, placing the left-hand corner of each set of papers under the stapler head, and pressing down on the stapler head until the pages are stapled together.

This objective is mastered when the student:

1. Picks up first set of three pages
2. Aligns three sheets with each other so that edges are even
3. Places left-hand corner of papers under stapler head
4. Staples sheets together in upper left-hand corner
5. Repeats numbers 1-4 for second set of papers
6. Repeats numbers 1-4 for third set of papers
7. Repeats numbers 1-4 for fourth set of papers
8. Repeats numbers 1-4 for fifth set of papers

19.3.3.2.2.0.5(773) Given five sheets of paper to be folded in thirds, the student will, to the satisfaction of the teacher, fold each paper by bringing up the bottom third, creasing it on the fold, bringing down the top third, and creasing it.

This objective is mastered when the student:

1. Brings up bottom third of paper
2. Creases it on fold
3. Edges of paper even
4. Brings down top third of paper
5. Creases it on fold
6. Edges of paper even
OCCUPATIONAL COMMERCIAL SERVICE

7. Folds paper neatly
8. Repeats numbers 1-7 for second sheet of paper
9. Repeats numbers 1-7 for third sheet of paper
10. Repeats numbers 1-7 for fourth sheet of paper
11. Repeats numbers 1-7 for fifth sheet of paper

19.3.3.2.0.6(774) Given three stacks of paper (five papers in each stack), the student will, with 100% accuracy, collate the papers by taking one piece of paper from each stack, combining them in sequential order, and repeating this procedure until the five sets of three pages have been collated.

This objective is mastered when the student:

1. Takes one paper from each stack
2. Keeps three papers in order (one, two, three)
3. Puts collated papers in pile
4. Repeats numbers 1-3 for second set of papers
5. Repeats numbers 1-3 for third set of papers
6. Repeats numbers 1-3 for fourth set of papers
7. Repeats numbers 1-3 for fifth set of papers

19.3.3.2.0.7(775) Given five sheets of paper and a hand paper punch, the student will, to the satisfaction of the teacher, punch a hole in the upper right-hand corner of each piece of paper by grasping the paper punch in the preferred hand, inserting the right-hand corner of one piece of paper in the paper punch, exerting pressure on the handles of the paper punch until a hole has been clearly punched through the paper, and repeating this procedure until one hole has been punched in each of the five sheets of paper.

This objective is mastered when the student:

1. Picks up paper punch
2. Holds paper punch correctly
3. Picks up one piece of paper
4. Inserts right-hand corner of paper into paper punch
5. Punches one hole properly in upper right-hand corner of paper
6. Repeats numbers 2-5 for second sheet of paper
7. Repeats numbers 2-5 for third sheet of paper
8. Repeats numbers 2-5 for fourth sheet of paper
9. Repeats numbers 2-5 for fifth sheet of paper

19.3.3.2.2.0.8(776) Given a sheet of paper with three holes along the left-hand side, ten sheets of blank paper, a wastebasket, and a three hole paper punch, the student will, to the satisfaction of the teacher, punch holes in the blank papers by placing the model sheet over five blank sheets, aligning the holes in the model sheet with the prongs in the paper punch, punching holes cleanly through the blank sheets, putting all the punched out holes in the wastebasket, and repeating this procedure until the ten sheets of paper have been punched.

This objective is mastered when the student:

1. Picks up blank paper
2. Counts out five sheets of paper
3. Puts model sheet on top of blank sheets
4. Aligns holes in model sheet with prongs in paper punch
5. Presses down on paper punch until holes are punched completely through
6. Punches holes in correct place
7. Puts punch-outs in wastebasket
8. Repeats numbers 1-7 for second five sheets of paper

ENVELOPE HANDLING

19.3.3.2.3.0.1(777) Given three envelopes, the student will, to the satisfaction of the teacher, seal the envelopes by moistening the glue on each envelope flap with his tongue, folding the flap of each envelope over, and pressing the edge of each flap against the back of the envelope.

This objective is mastered when the student:

1. Moistens glue on envelope flap with tongue
2. Folds flap over
3. Presses flap down until securely sealed
4. Flap sealed neatly
5. Repeats numbers 1-4 for second envelope
6. Repeats numbers 1-4 for third envelope

19.3.3.2.3.0.2(778) Given three envelopes and three ten cent stamps, the student will, to the satisfaction of the teacher, moisten each stamp with his tongue and press each stamp on the upper right-hand corner of an envelope.

This objective is mastered when the student:

1. Moistens glue on stamp with tongue
2. Places stamp in upper right-hand corner of envelope
3. Places stamp glue-side-down
4. Presses stamp until secure
5. Places stamp neatly
6. Repeats numbers 1-5 for second stamp and envelope
7. Repeats numbers 1-5 for third stamp and envelope

19.3.3.2.3.0.3(779) Given ten self-stick labels and ten envelopes with return address areas indicated, the student will, to the satisfaction of the teacher, remove the backing from the label and place the label on the indicated area of each envelope.

This objective is mastered when the student:

1. Picks up label
2. Separates backing from label
3. Places label (sticky-side-down) on indicated area of envelope
4. Places label right-side-up
5. Repeats numbers 1-4 for three envelopes
6. Repeats numbers 1-4 for six envelopes
7. Repeats numbers 1-4 for ten envelopes
Given an envelope, a ball point pen, and a printed name and address, the student will, to the satisfaction of the teacher, address the envelope by legibly copying the name and address correctly on the envelope, placing the address in the proper position on the envelope, and writing his/her own return address in the upper left-hand corner of the envelope.

This objective is mastered when the student:

1. Copies name correctly
2. Copies name legibly
3. Copies street address correctly
4. Copies street address legibly
5. Copies city, state, and zip code correctly
6. Copies city, state, and zip code legibly
7. Address written in center lower-half of envelope
8. Writes own name correctly
9. Writes own name legibly
10. Writes own street address correctly
11. Writes own street address legibly
12. Writes own city, state, and zip code correctly
13. Writes own city, state, and zip code legibly
14. Writes own address in upper left-hand corner of envelope

Given three wrapped packages (varying in size), a facsimile stamp, and an ink pad, the student will, to the satisfaction of the teacher, stamp the facsimile on the lower left-hand corner of each package.

This objective is mastered when the student:

1. Inks facsimile stamp by pressing on ink pad
2. Stamps facsimile on front lower left-hand corner of package
3. Stamps facsimile right-side-up
4. Does not smear stamp
5. Repeats numbers 1-4 for second package
6. Repeats numbers 1-4 for third package
Given two boxes (one that opens on the end and one that opens at the top), a pair of scissors, and a roll of masking tape, the student will, to the satisfaction of the teacher, seal the boxes by folding the flaps of each box together and securing the flaps with two layers of masking tape.

This objective is mastered when the student:

1. Folds flaps together
2. Fastens tape to one end of flaps
3. Unrolls tape to full length of seam
4. Cuts tape with scissors
5. Presses tape to box
6. Repeats numbers 2-5
7. Seals box securely
8. Repeats numbers 1-7 for second box

Given a box, a roll of scotch tape, and a piece of wrapping paper cut large enough to wrap the box, the student will, to the satisfaction of the teacher, wrap the box by pulling the paper around the four sides of the box, taping the seam, folding the paper at the ends of the box, and securely sealing the paper at the ends with scotch tape.

This objective is mastered when the student:

1. Places box on paper
2. Pulls paper around four sides
3. Tapes seam
4. Folds paper neatly over one end
5. Tapes end securely
6. Folds paper neatly over other end
7. Fits paper tightly around box
8. Tapes end securely

Given a wrapped package, a ball of waxed string, and a pair of scissors, the student will, to the satisfaction of the teacher, tie the package by winding the string around the length of the box (one time), crossing the string over, winding the string around the width of the box (one time), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:
OCCUPATIONAL
DOMESTIC SERVICE

1. Wraps string once around box lengthwise
2. Crosses string over
3. Wraps string once around width of box
4. Cuts string with scissors
5. Ties ends of string into firm knot
6. Cuts off excess string
7. String fits tightly around box

19.3.3.2.4.0.5(785) Given six newspapers, a pair of scissors, and a ball of waxed string, the student will, to the satisfaction of the teacher, bundle the papers by stacking the newspapers on top of one another, wrapping the string tightly around the stack (two times), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:

1. Stacks all newspapers together
2. Stacks newspapers neatly
3. Wraps string around newspapers
4. Wraps string around newspapers twice
5. Cuts string with scissors
6. Ties ends in firm knot
7. Cuts off excess string
8. String tied tightly around newspapers

MACHINE OPERATION

19.3.3.2.5.0.1(786) Given a time-clock and a personal time-card placed in a slot, the student will, to the satisfaction of the teacher, punch in on the time-clock in the morning by removing his time-card from the slot, placing it accurately in the time-clock, waiting until it has been punched, removing it from the time-clock, replacing it in the appropriate slot, and repeating the entire procedure to punch out at the end of the day.

This objective is mastered when the student:

1. Removes his time-card from slot
2. Places time-card accurately in time-clock

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OCCUPATIONAL
COMMERCIAL SERVICE

3. Waits until card has been punched
5. Replaces card in correct slot after punching

4. Removes card from time-clock
6. Repeats numbers 1-5 at end of day

19.3.3.2.5.0.2(787) Given a pencil sharpener, and an unsharpened pencil, the student will, to the satisfaction of the teacher, sharpen the pencil by turning the hole dial until he finds the appropriate size hole for the pencil, putting and holding the blunt end of the pencil into the pencil sharpener hole with one hand, and turning the handle of the sharpener with the other hand until the pencil has a sharp point.

This objective is mastered when the student:

1. Turns hole dial (if necessary)
4. Holds pencil in place with one hand while sharpening

2. Selects appropriate size hole for pencil
5. Turns handle of sharpener with other hand

3. Puts blunt end of pencil into hole
6. Removes no more than 1/2" of pencil

7. Pencil has sharp point

19.3.3.2.5.0.3(788) Given a Xerox machine ready for use and a master to be run off, the student will, to the satisfaction of the teacher, make ten Xerox copies by setting the number dial to ten, inserting the master sheet, starting the machine, allowing ten copies to be made, removing the master, and turning the machine off.

This objective is mastered when the student:

1. Sets number dial to ten
4. Allows ten copies to be made

2. Inserts master in proper place
5. Removes master copy

3. Starts machine
6. Removes Xerox copies

7. Turns off machine (if appropriate)
19.3.3.2.5.0.4(789) Given a duplicator machine, a stack of 50 (8 1/2" x 11") sheets of duplicating paper, a wastebasket, and a prepared duplicator master, the student will, to the satisfaction of the teacher, make ditto copies by placing and setting the master correctly into the insert slot on the roller, placing and setting the duplicator paper in the paper feed tray, turning the machine on, pressing the automatic feed lever forward, running off 50 copies, turning the machine off, and removing the master from the roller slot.

This objective is mastered when the student:

1. Tears carbon from master along perforated line
2. Throws carbon in wastebasket
3. Places master in insert slot on roller
4. Places master ink-side-up
5. Lowers clamp
6. Locks master in place
7. Places stack of paper in paper feed tray correctly
8. Lowers feed roller
9. Turns on machine
10. Presses automatic feed lever forward
11. Runs off 50 copies
12. Releases automatic feed lever
13. Turns off machine
14. Removes copies from machine
15. Removes master from roller slot correctly

AUDIO-VISUAL EQUIPMENT

19.3.3.2.6.0.1(790) Given a filmloop projector, a set-up screen, and a filmloop cartridge, the student will, to the satisfaction of the teacher, show the filmloop by plugging in the projector, putting the filmloop in its proper place, turning the machine on, focusing the picture clearly on the center of the screen, running the film completely through one time, removing the cartridge, and turning off the machine.

This objective is mastered when the student:

1. Plugs in projector
2. Puts filmloop in its proper place
3. Turns on machine
4. Focuses picture clearly on center of screen
5. Runs film completely through one time
6. Removes cartridge
OCCUPATIONAL
COMMERCIAL SERVICE

7. Turns off machine  9. Does not damage cartridge
8. Unplugs machine  10. Does not damage projector

19.3.3.2.6.0.2(791) Given a portable, folding projection screen, the student will, to the satisfaction of the teacher, set up the projection screen by releasing the legs to form a tripod, lowering the screen case to a horizontal position, hooking the screen to the vertical pole, and raising the vertical pole.

This objective is mastered when the student:

1. Holds projection screen in vertical position
2. Opens tripod legs by punching release button
3. Locks tripod legs securely in open position
4. Releases screen case by pushing appropriate button
5. Moves screen case to horizontal position
6. Locks screen case securely in position
7. Hooks screen to pole top
8. Raises pole to full extension
9. Does not damage projection screen

19.3.3.2.6.0.3(792) Given a carousel slide projector, a set-up screen, and a slide tray filled with ten slides, the student will, to the satisfaction of the teacher, show the slides by plugging in the projector, placing and locking the tray in its proper place, plugging in the automatic selector, turning on the lamp, focusing the slide picture clearly on the center of the screen, pressing the automatic selector button to show each picture, removing the slide tray, and turning off the projector.

This objective is mastered when the student:

1. Plugs in projector
2. Places tray in proper place
3. Locks tray in place
4. Plugs in automatic selector
5. Turns on lamp
6. Focuses picture clearly on center of screen
7. Presses auto-selector button to show slides
OCCUPATIONAL COMMERICAL SERVICE

8. Shows all ten slides  11. Unplugs and stores automatic selector

9. Turns off lamp  12. Unplugs projector

10. Removes slide tray  13. Does not damage projector

14. Does not damage slides

19.3.3.2.6.0.4(793) Given a filmstrip projector, a set-up screen, and a filmstrip, the student will, to the satisfaction of the teacher, show the filmstrip by plugging in the projector, inserting the filmstrip in the appropriate places according to the diagram on the machine, turning on the lamp, focusing the filmstrip on the center of the screen, advancing the filmstrip correctly for each frame, rewinding and storing the filmstrip, and turning off the projector.

This objective is mastered when the student:

1. Plugs in projector  6. Advances filmstrip correctly until complete filmstrip has been shown

2. Inserts filmstrip in appropriate place according to diagram  7. Turns off lamp

3. Threads filmstrip through machine correctly  8. Rewinds and stores filmstrip

4. Turns on lamp  9. Unplugs projector

5. Focuses filmstrip on center of screen  10. Does not damage filmstrip

11. Does not damage projector

19.3.3.2.6.0.5(794) Given a movie projector, a set-up screen, a film, and an appropriate diagram, the student will, to the satisfaction of the teacher, show the film by plugging in the projector, placing the take-up reel and the film reel in the appropriate places according to the diagram on the machine, threading the film through the machine properly, turning on the projector to forward, adjusting the volume, focusing the movie in the center of the screen, showing the film, rewinding and storing the film, and turning off the projector.

This objective is mastered when the student:
### Occupational Commercial Service

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### Steps to Ensure Proper Film Projection

- Plugs in projector
- Raises arms for both reels to proper position
- Places film on front arm
- Places take-up reel on back arm
- Threads film correctly according to diagram
- Adjusts volume

**Additional Steps**

- Focuses picture on center of screen
- Picture clear
- Sound clear
- Shows film
- Rewinds and stores film
- Turns off projector
- Unplugs projector
- Does not damage film
- Does not damage projector
OCCUPATIONAL COMPETENCY
CONSTRUCTION

CRAFT SKILLS

BASIC CRAFT SKILLS

19.3.4.1.1.0.1(795) Given a bowl of water, two open jars of different colored finger paint, one sheet of finger painting paper, and a sink, the student will, to the satisfaction of the teacher, finger paint by dampening the paper with water, taking paint from a jar with his fingers, applying the paint to the paper, washing the paint from his hands, and repeating this procedure with another color of paint:

This objective is mastered when the student:

1. Dampens finger painting paper
2. Takes paint from jar with fingers
3. Applies paint to paper with fingers
4. Washes hands before using second color
5. Applies second color to paper
6. Washes paint from hands
7. Uses paints without mixing colors in jars
8. Stays within confines of finger painting paper

19.3.4.1.1.0.2(796) Given five assorted colors of crayons or craypas and a picture, the student will, to the satisfaction of the teacher, use the crayons or craypas to color the picture.

This objective is mastered when the student:

1. Picks up crayon/craypas
2. Colors one part of picture
3. Colors whole picture
4. Uses at least two colors
5. Stays within lines
6. Does not overlap colors

19.3.4.1.1.0.3(797) Given five assorted colors of chalk, and a paper with an outlined picture, the student will, to the satisfaction of the teacher, use the chalk to color the picture.

This objective is mastered when the student:

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1. Picks up chalk

2. Colors with chalk(s)

3. Stays within outline

4. Colors whole picture

5. Does not overlap colors (if appropriate)

19.3.4.1.1.0.4(798) Given a sheet of manilla paper, pre-blocked into four squares, a paint brush, four containers of different colored, pre-mixed tempera paint, and a container of clean water, the student will, to the satisfaction of the teacher, paint each of the four blocks a different color by dipping the brush into the container, wiping off the excess paint on the side of the container, painting one block at a time, rinsing the brush thoroughly before using another color, and staying within each blocked area.

This objective is mastered when the student:

1. Picks up paint brush

2. Dips paint brush in container of tempera paint

3. Wipes off excess paint

4. Paints block

5. Dips brush in clean water

6. Cleans brush

7. Repeats numbers 2-6 for second block

8. Repeats numbers 2-6 for third block

9. Repeats numbers 2-6 for fourth block

10. Paints each block a different color

11. Colors entire surface of each block

12. Stays within lines

13. Does not overlap colors

14. Paints neatly

19.3.4.1.1.0.5(799) Given a paint brush with tempera paint on it and a sink, the student will, to the satisfaction of the teacher, run water over the brush until all the tempera paint is no longer visible.

This objective is mastered when the student:

1. Picks up brush

2. Turns on water
Given a #2 paint brush, five different water colors, an outlined picture, and a container of clean water, the student will, to the satisfaction of the teacher, paint the picture by dipping the brush in the water, placing the wet brush on a water color, brushing the color onto the picture, rinsing the brush thoroughly before painting with another color, and staying within the lines of the picture.

This objective is mastered when the student:

1. Picks up brush
2. Dips brush in water
3. Dips brush in paint
4. Brushes on color
5. Rinses brush thoroughly before painting with another color
6. Stays within lines
7. Paints whole picture
8. Uses at least two colors
9. Does not run colors together
10. Paints neatly

Given a jar of paste, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, paste the cut-out to the paper by opening the jar of paste, taking out an appropriate amount of paste, spreading the paste evenly over the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

1. Opens jar of paste
2. Takes out appropriate amount of paste
3. Spreads paste evenly over back of cut-out
4. Turns cut-out over
5. Places cut-out on paper
6. Pats down until cut-out is firmly attached
7. Pasteas neatly
8. Closes jar of paste
OCCUPATIONAL CONSTRUCTION

19.3.4.1.1.0.8(802) Given a container of glue, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, glue the cut-out to the paper by picking up the container of glue, placing an appropriate amount of glue on the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

1. Opens container of glue
2. Places appropriate amount of glue on back of cut-out
3. Spreads glue evenly over back of cut-out
4. Turns cut-out over
5. Places cut-out on paper
6. Pats down until cut-out is firmly attached
7. Glues neatly
8. Closes container of glue

19.3.4.1.1.0.9(803) Given a bottle of recently used glue and a damp cloth, the student will, to the satisfaction of the teacher, clean the glue bottle by wiping the lid or nozzle of the bottle with the cloth to remove any spilled glue and by tightening the lid or nozzle of the bottle.

This objective is mastered when the student:

1. Picks up cloth
2. Wipes spilled glue from side, lid, and/or nozzle
3. Removes all glue
4. Secures glue lid

19.3.4.1.1.0.10(804) Given a pair of scissors and a piece of 8 1/2" x 11" paper marked with a quarter inch wide line, the student will, to the satisfaction of the teacher, cut the paper on the line by inserting his fingers into the handle of the scissors and opening and closing the blades until the paper is completely cut.

This objective is mastered when the student:
PAPER CRAFTS

19.3.4.1.2.0.1(805) Given several pictures, a container of glue, and a base, the student will, to the satisfaction of the teacher, make a collage by glueing the pictures to the base.

This objective is mastered when the student:

1. Opens container of glue
2. Applies glue to picture
3. Turns picture over on base
4. Attaches picture to base
5. Repeats numbers 2-4 for all pictures
6. Arranges pictures appropriately on base
7. Closes container of glue

19.3.4.1.2.0.2(806) Given several magazines and pamphlets and a pair of scissors, the student will, to the satisfaction of the teacher, cut out five pictures suitable for making a collage.

This objective is mastered when the student:

1. Picks up scissors
2. Cuts out picture
3. Stays on outline of picture
4. Repeats numbers 2 and 3 for second picture
5. Repeats numbers 2 and 3 for third picture
6. Repeats numbers 2 and 3 for fourth picture
7. Repeats numbers 2 and 3 for fifth picture

19.3.4.1.2.0.3(807) Given printer's ink, a tray, and a brayer, the student will, to the satisfaction of the teacher, prepare the brayer by squeezing a
small amount of ink onto the tray and rolling the brayer until a "tacky" sound is made.

1. Opens container of printer's ink  
2. Squeezes ink onto tray  
3. Squeezes small amount of ink  
4. Picks up brayer  
5. Rolls ink with brayer until tacky sound is made  
6. Closes container of printer's ink

19.3.4.1.2.0.4(808) Given a container, wheat paste, a spoon, and water, the student will, to the satisfaction of the teacher, make paste by pouring an appropriate amount of wheat paste into the container, adding an appropriate amount of water, and mixing with the spoon until a sticky consistency is achieved.

1. Pours appropriate amount of wheat paste into container  
2. Adds appropriate amount of water to wheat paste  
3. Stirs mixture with spoon  
4. Achieves sticky consistency

19.3.4.1.2.0.5(809) Given a sheet of tissue paper and a pipe cleaner, the student will, to the satisfaction of the teacher, make a tissue paper flower by making a fold approximately one inch from the bottom of the sheet of tissue paper, turning the paper over, making another fold approximately one inch from the bottom of the sheet of paper, turning the paper over, repeating this procedure until the entire tissue is folded like a fan, securing the center of the folded tissue paper with the pipe cleaner, and separating the tissue paper to form flower petals.

1. Folds tissue paper about 1" from bottom  
2. Turns tissue paper over  
3. Repeats numbers 1 and 2 until entire tissue is folded  
4. Secures center with pipe cleaner
5. Separates tissue sheets to form flower petals

19.3.4.1.2.0.6(810) Given newspaper, string, tape, mache, tempera paint, and a paint brush, the student will, to the satisfaction of the teacher, make a paper mache project by using the string and tape to form some of the newspaper into a basic shape, tearing or cutting the remaining newspaper into strips, dipping these strips into the mache, applying the strips to the shaped newspaper, adding to and smoothing them until the desired shape is achieved, allowing the shape to dry, and then painting the project.

This objective is mastered when the student:

1. Uses string, tape, and newspaper to form basic shape
2. Tears remaining newspaper into strips
3. Dips strips into mache
4. Applies strips to shaped newspaper
5. Adds to and smooths strips
6. Creates desired shape
7. Allows to dry
8. Paints object

19.3.4.1.2.0.7(811) Given a linoleum square, a linoleum cutter, an inked brayer, and tissue paper, the student will, to the satisfaction of the teacher, make a print by cutting a design in the linoleum with the linoleum cutter, applying printer's ink to the linoleum square with the brayer, pressing the square to the tissue paper making sure that the entire square is printed, and removing the linoleum square.

This objective is mastered when the student:

1. Picks up cutter
2. Cuts design in linoleum
3. Picks up brayer
4. Applies ink to linoleum square correctly with brayer
5. Presses square to tissue
6. Prints all of square on tissue paper
7. Removes square from tissue
8. Does not smear tissue
MISCELLANEOUS CRAFTS

19.3.4.1.3.0.1(812) Given a print for decoupageing and a can of spray fixative, the student will, to the satisfaction of the teacher, prepare the print for decoupageing by spraying three coats of fixative onto the print, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

1. Opens can of spray fixative
2. Holds can appropriate distance from print
3. Sprays print evenly
4. Allows print to dry completely
5. Repeats numbers 2-4 second time
6. Repeats numbers 2-4 third time
7. Closes can of spray fixative

19.3.4.1.3.0.2(813) Given an unfinished wooden plaque, a prepared print for decoupageing, a can of varnish, a container of glue, a paint brush, and a brayer, the student will, to the satisfaction of the teacher, decoupage the print by glueing the print onto the plaque, pressing the print down with the brayer, and applying ten coats of varnish to the plaque, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

1. Opens container of glue
2. Applies glue to back of print
3. Closes container of glue
4. Turns print over
5. Places print correctly on plaque
6. Picks up brayer
7. Presses print with brayer
8. Opens can of varnish
9. Picks up paint brush
10. Applies varnish evenly to plaque and print
11. Applies at least ten coats of varnish
12. Allows plaque to dry between each coat
13. Closes can of varnish
19.3.4.1.3.0.3(814) Given pre-cut tile squares, a pre-finished base, tile adhesive, and grout, the student will, to the satisfaction of the teacher, tile the base by gluing the tiles onto the tile base until the hollowed base has been filled in and, then, filling in the cracks with grout.

This objective is mastered when the student:

1. Opens container of tile adhesive
2. Picks up tile square
3. Applies appropriate amount of adhesive to back of tile square
4. Turns tile square over
5. Places tile on base
6. Repeats numbers 2-5 until base is filled with tiles
7. Closes container of tile adhesive
8. Opens container of grout
9. Fills cracks with grout
10. Closes container of grout

19.3.4.1.3.0.4(815) Given a piece of leather marked with a design outline, a leather-design tool, and a leather-work hammer, the student will, to the satisfaction of the teacher, impress the design on the leather by hammering the tool into the design outlined on the leather so that it leaves an impression but does not puncture the leather.

This objective is mastered when the student:

1. Picks up hammer
2. Picks up tool
3. Holds tool properly
4. Strikes tool with hammer
5. Makes impression on leather
6. Does not puncture leather
7. Follows design outline
8. Completes design

19.3.4.1.3.0.5(816) Given a slab of wax and a knife, the student will, to the satisfaction of the teacher, prepare the wax for candle making by using the knife to sliver an appropriate amount of wax from the slab.

This objective is mastered when the student:
OCCUPATIONAL CONSTRUCTION

1. Picks up knife  _______  4. Directs knife away from body  _______
2. Holds knife securely  _______  5. Slivers wax into small pieces  _______
3. Holds slab of wax  _______  6. Prepares appropriate amount of wax  _______

19.3.4.1.3.0.6(817) Given candle wax, wicking, coloring, a mold, a hot plate, and a double boiler, the student will, to the satisfaction of the teacher, make a candle by running a wick through the mold and tying a knot on the bottom, putting water in the bottom part of the double boiler, placing the wax and coloring in the top part of the double boiler, setting the double boiler on the hot plate, stirring the wax until it is completely melted, pouring the melted wax into the mold, and allowing the wax to harden.

This objective is mastered when the student:

1. Runs wick through mold  _______  6.Turns on hot plate  _______
2. Ties knot on bottom of wick  _______  7. Stirs wax until melted  _______
3. Puts water in bottom of double boiler  _______  8. Pours wax into mold  _______
4. Puts wax and coloring in top of double boiler  _______  9. Allows wax to harden  _______
5. Places double boiler on hot plate  _______ 10. Turns off hot plate  _______
6. Pours out water from bottom of double boiler  _______

CLAY CRAFTS

19.3.4.1.4.0.1(818) Given one pound of clay, a plastic bag, a twist tie, and water, the student will, to the satisfaction of the teacher, store the clay by placing it in the plastic bag, sprinkling a small amount of water on the clay, and securing the top of the plastic bag with the twist tie.

This objective is mastered when the student:

1. Places clay in plastic bag  _______  3. Closes bag  _______
2. Sprinkles appropriate amount of water onto clay  _______  4. Secures bag with twist tie  _______

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19.3.4.1.4.0.2(819) Given an unfinished damp pot, a plastic bag, and a twist tie, the student will, to the satisfaction of the teacher, store the pot by placing it in the bag and securing the top of the bag with the twist tie.

This objective is mastered when the student:

1. Places pot in bag
2. Closes bag
3. Secures bag with twist tie

19.3.4.1.4.0.3(820) Given a jar of prepared engobe, a greenware base, and a brush, the student will, to the satisfaction of the teacher, apply engobe to the base by brushing on the engobe until the entire base is covered.

This objective is mastered when the student:

1. Opens jar of engobe
2. Picks up brush
3. Puts brush in engobe
4. Brushes engobe onto base
5. Repeats numbers 3 and 4 until base is entirely covered
6. Closes jar of engobe

19.3.4.1.4.0.4(821) Given a package of engobe powder, a jar, a spoon, and a container of water, the student will, to the satisfaction of the teacher, prepare engobe by pouring a small amount of engobe into the jar, pouring an appropriate amount of water into the jar, allowing it to stand for a few minutes, stirring, and repeating this procedure until a thick consistency is achieved.

This objective is mastered when the student:

1. Opens package of engobe powder
2. Pours appropriate amount of engobe into jar
3. Pours appropriate amount of water into jar
4. Allows to stand for a few minutes
5. Picks up spoon
6. Stirs mixture
7. Repeats numbers 2-6 until a thick consistency is achieved
8. Closes package of engobe powder
Given a jar of glaze, a bisque base, and a brush, the student will, to the satisfaction of the teacher, apply glaze to the base by brushing on the glaze until the entire base (excluding the bottom) is covered.

This objective is mastered when the student:
1. Opens jar of glaze
2. Picks up brush
3. Puts brush in glaze
4. Brushes glaze onto base
5. Covers all of base
6. Does not cover bottom of base
7. Closes jar of glaze

Given a half pound of clay, the student will, to the satisfaction of the teacher, make a pinchpot by forming the clay into a ball, inserting his thumbs into the center of the ball, rotating and pressing the ball until all the sides and the bottom are the same thickness, and then smoothing the inside and outside of the pot.

This objective is mastered when the student:
1. Forms clay into ball
2. Inserts thumbs into center of ball
3. Rotates ball
4. Presses ball
5. Achieves even thickness on sides and bottom
6. Smoothes inside and outside of pot

Given a half pound of clay and a damp base, the student will, to the satisfaction of the teacher, add onto the base by pinching off a small amount of clay, scoring the base, dabbing the clay onto the base, smoothing, and repeating this procedure until the desired amount of clay has been added.

This objective is mastered when the student:
1. Pinches off appropriate amount of clay
2. Scores base
3. Dabs clay onto base
4. Smooths clay
5. Repeats numbers 1-4 until desired amount of clay is added

19.3.4.1.4.0.8(825) Given a half pound of clay, a rolling pin, and two wooden guides, the student will, to the satisfaction of the teacher, roll out the clay by placing the guides about eight inches apart, placing the clay between the guides, and rolling out the clay to equal the width and thickness of the guides.

This objective is mastered when the student:
1. Places guides approximately 8" apart
2. Places clay between guides
3. Picks up rolling pin
4. Rolls out clay
5. Rolls out clay equal to thickness of guides
6. Rolls out clay equal to width of guides

19.3.4.1.4.0.9(826) Given a half pound of clay, a damp pinchpot, and a potter's tool, the student will, to the satisfaction of the teacher, add to the pot by selecting an appropriate amount of clay, rolling it into a long coil, scoring the pot and the coil, attaching the pot and the coil at the score marks, and smoothing the lines.

This objective is mastered when the student:
1. Selects appropriate amount of clay
2. Rolls clay into long, even coil
3. Scores pot
4. Scores coil
5. Attaches coil to pot at score marks
6. Smooths lines

WEAVING

19.3.4.1.5.0.1(827) Given a potholder loom, a hook, and 36 yarn loops, the student will, to the satisfaction of the teacher, make a potholder by attaching 18 loops to the prongs on opposite sides of the loom to make horizontal rows,
attaching a loop to each prong on the third side of the loom, working these loops over and under alternate loops in the horizontal rows, hooking each loop to the corresponding prong on the fourth side of the loom, and using the hook to lock the edges with a chain stitch, leaving one free loop for hanging the potholder.

This objective is mastered when the student:

1. Places 18 loops in horizontal rows across potholder loom
2. Attaches loop on prong on third side of loom
3. Uses hook to weave loop over and under alternate loops in horizontal rows
4. Attaches loop to corresponding prong on fourth side of loom
5. Repeats numbers 2-4 for remaining loops
6. Uses hook to make chain stitch on edges of potholder
7. Leaves loop in one corner for hanging potholder
8. Secures final loop with knot

19.3.4.1.5.0.2(828) Given an upright loom with yarn attached, the student will, to the satisfaction of the teacher, weave a piece of cloth one inch wide and six inches long.

This objective is mastered when the student:

1. Uses correct weaving procedure
2. Weaves yarn together neatly and securely
3. Weaves piece of cloth approximately 1" wide and 6" long

STITCHERY

19.3.4.1.6.0.1(829) Given a threaded embroidery needle, an embroidery hoop, and a piece of material stamped with a simple pattern, the student will, to the satisfaction of the teacher, place the material on the hoop and embroider the pattern using a minimum of three different kinds of stitches to complete
the pattern.

This objective is mastered when the student:

1. Opens hoop  
2. Places material over bottom of hoop  
3. Attaches top of hoop over pattern on material  
4. Picks up needle and thread  
5. Embroiders pattern using first type stitch  
6. Embroiders pattern using second type stitch  
7. Embroiders pattern using third type stitch  
8. Completely embroiders pattern  
9. Embroiders neatly

19.3.4.1.6.0.2(830) Given a crocheting hook and a skein of yarn, the student will, to the satisfaction of the teacher, crochet a chain stitch to make a string six inches long and then use a double-crochet stitch to complete two six-inch rows.

This objective is mastered when the student:

1. Picks up crochet hook  
2. Crochets chain stitch  
3. Crochets string 6" long  
4. Holds hook correctly  
5. Holds yarn correctly  
6. Crochets double-crochet stitch  
7. Crochets one 6" row  
8. Crochets two 6" rows  
9. Holds hook correctly for double-crochet stitch  
10. Holds yarn correctly for double-crochet stitch

19.3.4.1.6.0.3(831) Given two plastic knitting needles and a skein of yarn, the student will, to the satisfaction of the teacher, knit one six-inch row, purl one six-inch row, and knit one, purl two for one six-inch row.

This objective is mastered when the student: 

385
1. Picks up needles  
2. Knits one row  
3. Knits 6" row  
4. Holds needles correctly  
5. Holds yarn correctly  
6. Purls one row  
7. Purls 6" row  
8. Holds needles correctly  
9. Holds yarn correctly  
10. Knits one, purls two for one row  
11. Knits one, purls two 6" row  
12. Holds needles correctly  
13. Holds yarn correctly

19.3.4.1.6.0.4(832) Given a piece of canvas marked to show a three-inch width and an appropriately threaded needle, the student will, to the satisfaction of the teacher, use an appropriate needlepoint stitch to complete three three-inch rows of needlepoint.

This objective is mastered when the student:

1. Picks up needle  
2. Uses appropriate needlepoint stitch  
3. Does needlepoint for 3" row  
4. Repeats numbers 2 and 3 for second row  
5. Repeats numbers 2 and 3 for third row  
6. Needlepoint stitches neat and secure
SHOP SAFETY RULES

19.3.4.2.1.0.1(833) Given a shop period in which the student is working on a project, the student will, to the satisfaction of the teacher, behave in accordance with each of 14 safety rules for tool use, for the duration of the shop period.

This objective is mastered when the student:

1. Uses tools and machinery only with approval of teacher
2. Dresse. properly for work in shop (removes tie, rolls up long sleeves, etc.)
3. Works seriously in shop area (does not play around)
4. Remains out of work area occupied by other students
5. Uses tools for their intended purpose
6. Keeps work areas clean
7. Keeps tools out of pockets
8. Uses safety goggles or face shield when doing any operation which might endanger his eyes
9. Tightens material securely in a vise or clamp before working on it (when appropriate)
10. Checks to see that all tools are in good working condition before using them
11. Observes all operating and safety instructions when using power tools
12. Keeps hands away from cutting edges of tools
13. Reports accidents at once (no matter how minor)
14. Does not talk and work at same time

19.3.4.2.1.0.2(834) Given a shop, shop tools, a storage area, tool boxes, and
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a project on which the student is working, the student will, to the satisfaction of the teacher, behave in accordance with each of six rules for tool and material storage, for the duration of the shop period.

This objective is mastered when the student:

1. Cleans tools and paint brushes before returning them to storage areas
2. Insures that all tools are in proper working order before storing them
3. Covers power tools when not in use
4. Returns tools to proper place in storage area
5. Returns materials to proper place in storage area
6. Insures that tools are secured properly in their storage areas

SORTING LUMBER

19.3.4.2.2.0.1(835) Given six boards of equal width but varying in length (three 1" x 4" x 4' boards and three 1" x 4" x 6' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 4" x 6' boards.

This objective is mastered when the student:

1. Separates boards into two piles
2. Places all 1" x 4" x 4' boards in one pile
3. Places all 1" x 4" x 6' boards in second pile

19.3.4.2.2.0.2(836) Given six boards of equal length but varying in width (three 1" x 4" x 4' boards and three 1" x 8" x 4' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 3" x 4' boards.

This objective is mastered when the student:
1. Separates boards into two piles
2. Places all 1" x 8" x boards in one pile
3. Places all 1" x 4" x 4' boards in second pile

**USE OF HOLDING TOOLS**

19.3.4.2.3.0.1(837) Given a workbench with a vise and three 1" x 4" x 12" boards, the student will, to the satisfaction of the teacher, place one board in the vise, tighten the vise until the board is held securely, remove the board from the vise, repeat this procedure using two boards, and, then, repeat the procedure using three boards, leaving the vise in a relaxed position upon completion.

This objective is mastered when the student:

1. Places one board in vise
2. Tightens vise until board is secure
3. Opens vise
4. Removes board
5. Places two boards in vise
6. Tightens vise until two boards are secure
7. Opens vise
8. Removes two boards
9. Places three boards in vise
10. Tightens vise until three boards are secure
11. Opens vise
12. Removes three boards
13. Leaves vise in relaxed position (closed but not tight)

19.3.4.2.3.0.2(838) Given a "C" clamp, two 1" x 4" x 12" boards, and a workbench, the student will, to the satisfaction of the teacher, place the two boards in the clamp, tighten the clamp until the boards are held tightly together, remove the boards from the clamp, clamp the two boards to the edge of the bench so that the boards are held securely to the bench, and then remove the clamp from the boards and bench.

This objective is mastered when the student:

1. Places clamp on two boards
2. Tightens clamp until boards are held securely
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3. Removes clamp from boards  6. Tightens clamp until boards
4. Places boards on edge of bench  are held securely
5. Places clamp over boards and
   under bench
   7. Removes clamp from boards
      and bench

USE OF DRIVING TOOLS

19.3.4.2.4.0.1(839) Given a claw hammer, a workbench with a vise, a block of
wood, and a board with three nails driven into it at different depths, the
student will, to the satisfaction of the teacher, secure the board in the
bench vise, slip the block of wood under the head of the hammer, and use the
claw of the hammer to remove each of the nails from the board.

This objective is mastered when the student:

1. Secures board in bench vise  5. Slips block of wood under
   head of hammer
2. Picks up hammer
3. Slips claw of hammer under
   head of first nail
4. Pulls handle until it is
   perpendicular to board
   6. Continues to pull hammer
      handle until nail is re-
      moved from wood
   7. Repeats numbers 3-6 for
      second nail
8. Repeats numbers 3-6 for third nail

19.3.4.2.4.0.2(840) Given a workbench, a hammer, three nails, and a block of
wood, the student will, to the satisfaction of the teacher, drive each nail all
the way into the wooden block with the face of the hammer.

This objective is mastered when the student:

1. Holds nail firmly in place  3. Holds hammer handle firmly
   with one hand  near end
2. Picks up hammer
3. Holds hammer handle firmly
   near end
4. Strikes light first blow to
   start nail
5. Removes hand from nail
6. Continues to strike nail directly on head, until it is driven even with wood

8. Does not bend nail

9. Does not dent wood

7. Strikes nail with face of hammer

10. Repeats numbers 1-9 for second nail

11. Repeats numbers 1-9 for third nail

19.3.4.2.4.0.3(841) Given a properly sized slot screwdriver, a properly sized Phillips screwdriver, a pre-drilled block of wood with two holes, a woodscrew, a Phillips head screw, and a workbench with a vise, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, drive each screw completely into the block with the proper screwdriver, and, then, remove each screw with the proper screwdriver.

This objective is mastered when the student:

1. Secures wood in bench vise

2. Selects slot screwdriver for woodscrew

3. Holds screw in place with one hand

4. Inserts screwdriver into slot

5. Starts screw into hole slowly by turning screwdriver counter-clockwise

6. Removes hand from screw

7. Drives screw completely into wood

8. Selects Phillips screwdriver for Phillips screw

9. Repeats numbers 3-7 for Phillips screw

10. Removes woodscrew with slot screwdriver

11. Removes Phillips screw with Phillips screwdriver

12. Does not scratch wood

USE OF DRILLING TOOLS

19.3.4.2.5.0.1(842) Given a hand drill, a drill bit, a workbench with a vise, a chuck key, and a block of wood, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, insert the drill bit into the chuck, tighten the chuck with the chuck key, drill a hole completely through the wooden block, remove the drill bit from the hole, loosen the chuck with...
the chuck key, and remove the drill bit.

This objective is mastered when the student:

<table>
<thead>
<tr>
<th>1. Secures wood in bench vise</th>
<th>5. Drills hole completely through wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Inserts drill bit into hand drill chuck</td>
<td>6. Drills hole straight</td>
</tr>
<tr>
<td>3. Tightens drill bit with chuck key</td>
<td>7. Removes drill bit from hole</td>
</tr>
<tr>
<td>4. Turns handle to operate drill</td>
<td>8. Loosens chuck with chuck key</td>
</tr>
<tr>
<td>9. Removes drill bit</td>
<td></td>
</tr>
</tbody>
</table>

**USE OF GRIPPING TOOLS**

**19.3.4.2.6.0.1(844)** Given an open-end wrench, a stove bolt, a washer, a nut,
and a block of wood with a pre-drilled hole secured in a workbench vise, the student will, to the satisfaction of the teacher, insert the bolt into the pre-drilled hole, put a washer and a nut on the bolt, tighten the nut securely with the wrench, and then remove the nut, washer, and bolt using the wrench.

This objective is mastered when the student:

1. Inserts bolt into pre-drilled hole
2. Puts washer on bolt
3. Puts nut on bolt
4. Picks up wrench
5. Tightens nut with wrench
6. Tightens nut securely
7. Loosens nut with wrench
8. Removes nut
9. Removes washer
10. Removes bolt

Given a workbench, a pair of needle-nose pliers, six 12" strands of bell wire with two inches of insulation removed from one end, and a 1/4" x 6" x 8" piece of masonite drilled with six 1/8" holes, the student will, to the satisfaction of the teacher, insert each bare wire into a hole and bend the wire downward with the needle-nose pliers.

This objective is mastered when the student:

1. Picks up pliers
2. Picks up wire
3. Grasps wire with pliers
4. Places bare end of wire in hole
5. Bends wire downward
6. Repeats numbers 2-5 for second wire
7. Repeats numbers 2-5 for third wire
8. Repeats numbers 2-5 for fourth wire
9. Repeats numbers 2-5 for fifth wire
10. Repeats numbers 2-5 for sixth wire

Given a workbench, a pair of lineman's (combination) pliers and an 18" length of bell wire with marks every three inches, the student will,
to the satisfaction of the teacher, insert the wire into the cutting area of
the pliers and cut the wire at each three inch mark.

This objective is mastered when the student:

1. Picks up pliers
2. Picks up wire
3. Cuts wire at mark
4. Uses cutting part of pliers
5. Repeats numbers 3 and 4 for second mark
6. Repeats numbers 3 and 4 for third mark
7. Repeats numbers 3 and 4 for fourth mark
8. Repeats numbers 3 and 4 for fifth mark

19.3.4.2.6.0.4(847) Given a workbench, a pair of slip-joint pliers, a 1/4" x
3/4" bolt already positioned within an inch of the edge of a piece of 1/4" x
12" x 18" masonite, and a 1/4" hex nut to fit the bolt, the student will, to the
satisfaction of the teacher, tighten the nut on the bolt with the slip-joint
pliers.

This objective is mastered when the student:

1. Picks up nut
2. Puts nut on bolt
3. Picks up pliers
4. Grasps nut
5. Turns nut with pliers
6. Tightens nut securely

USE OF SAWING TOOLS

19.3.4.2.7.0.1(848) Given four different saws and four 1" x 4" x 12" boards
marked in four different ways, the student will, with 100% accuracy, touch the
saw needed to cut the outlined pattern or the direction of a line on each
board when these are presented one at a time by the teacher.

This objective is mastered when the student:

(Stimulus: Board with line across grain)
1. Touches cross-cut saw
Given a rip-saw, a 1" x 4" x 12" board with a line drawn with the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the rip-saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise
2. Places board in proper position
3. Picks up rip-saw
4. Saws board into two pieces
5. Saws on line
6. Does not cut or endanger self

Given a coping saw, a 1" x 4" x 12" board with a curved line drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the coping saw, and saw the board (on the curved line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise
2. Places board in proper position
3. Picks up coping saw
4. Saws board into two pieces
5. Saws on line
6. Does not cut or endanger self

Given a cross-cut saw, a 1" x 4" x 12" board with a line
drawn across the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the cross-cut saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise
2. Places board in proper position
3. Picks up cross-cut saw
4. Saws board into two pieces
5. Saws on line
6. Does not cut or endanger self

19.3.4.2.7.0.5(852) Given a keyhole saw, a board 1" x 4" x 12" with a circle drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the keyhole saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise
2. Places board in proper position
3. Picks up keyhole saw
4. Saws board into two pieces
5. Saws on line
6. Does not cut or endanger self

19.3.4.2.7.0.6(853) Given a pair of safety goggles, a pre-adjusted circular power table saw, and a 1" x 4" x 3' board, the student will, to the satisfaction of the teacher, put on the safety goggles, use the power saw to cut the piece of lumber lengthwise into two pieces of equal width, and, with the assistance of a helper, pull the two pieces of lumber from the rear of the saw.

This objective is mastered when the student:

1. Puts on safety goggles
2. Turns on saw
3. Inserts lumber
4. Cuts lumber lengthwise
5. Pulls pieces from rear of saw
6. Lumber pieces of equal width
7. Turns off saw
8. Removes safety goggles
USE OF FASTENERS

19.3.4.2.8.0.1(854) Given a hammer, four nails, a workbench, and two 1" x 2" x 4" blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all the edges are even and properly drive one nail into each of the four corners so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together so edges are even
2. Picks up hammer
3. Picks up nails
4. Drives one nail into each of four corners
5. Nails straight, not bent
6. Nails flush with wood
7. No hammer marks in wood
8. Blocks securely fastened together

19.3.4.2.8.0.2(855) Given a slot screwdriver, four wood screws, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other so that all four holes are aligned) and properly drive one screw into each of the four holes so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together with holes aligned
2. Picks up screwdriver
3. Picks up screw
4. Places screw in hole
5. Drives screw with screwdriver
6. Drives screw straight
7. Screw flush with wood
8. Does not scratch wood
9. Repeats numbers 3-8 for second hole
10. Repeats numbers 3-8 for third hole
11. Repeats numbers 3-8 for fourth hole
12. Blocks securely fastened together
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19.3.4.2.8.0.3(856) Given a 7/16" open-end wrench, four 1/4" x 3" stove bolts, four washers, four nuts, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all four holes are in alignment, insert one bolt through each hole in the blocks, put a washer and nut on each bolt, and tighten the nuts with the wrench so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together with holes aligned    7. Tightens nut with wrench
2. Picks up bolt                                  8. Repeats numbers 2-7 for second bolt
3. Inserts bolt into hole                        9. Repeats numbers 2-7 for third bolt
4. Puts washer on bolt                           10. Repeats numbers 2-7 for fourth bolt
5. Puts nut on bolt                              11. Blocks securely fastened
6. Picks up wrench

USE OF FINISHING EQUIPMENT

19.3.4.2.9.0.1(857) Given a table-mounted power arbor with a lambs wool buffer installed and a pair of shoes with polish applied, the student will, to the satisfaction of the teacher, turn on the arbor, buff the shoes until they shine, and turn off the power arbor.

This objective is mastered when the student:

1. Turns on buffing arbor                           4. Applies entire top surface of shoe to machine
2. Picks up shoe                                  5. Shoe shined
3. Places shoe lightly on buffing machine          6. Repeats numbers 2-5 for second shoe
7. Turns off buffing arbor
19.3.4.2.9.0.2(858) Given a table-mounted power arbor with a sanding disc installed, a face shield, and a 1" x 2" x 4" block of wood, the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold each side of the block lightly against the downward rotation side of the sander while sanding the block until all sides are smooth, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

1. Puts on face shield
2. Turns on arbor
3. Picks up block
4. Places block lightly against downward rotation side of disc
5. Smooths block
6. Smooths all sides of block
7. Turns off arbor
8. Removes face shield

19.3.4.2.9.0.3(859) Given a table-mounted power arbor with a wire brush installed, a face shield, and a rusted manipulable object (such as a bolt or hammer), the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold the rusted object lightly against the moving brush on the downward rotation side until all portions of rust are removed from the object, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

1. Puts on face shield
2. Turns on arbor
3. Picks up object
4. Places object lightly against downward rotation side of brush
5. Removes rust
6. Removes all rust
7. Turns off arbor
8. Removes face shield

WOOD PREPARATION

19.3.4.2.10.0.1(860) Given a 1" x 2" x 4" block of wood, a workbench with a vise, a sheet of medium grit flint sandpaper divided into quarters, and a
commercial rubber sanding block, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, wrap the sandpaper around the sanding block, and sand the wooden block with the grain until the sides are smooth.

This objective is mastered when the student:

1. Secures wooden block in vise
2. Folds sandpaper around sanding block
3. Holds sandpaper on block securely
4. Sands with back and forth motion
5. Sands with grain
6. Uses even pressure
7. Rotates wooden block in vise
8. Sands all six surfaces of wooden block
9. Sands wooden block smoothly

19.3.4.2.10.0.2(861) Given a 1" x 2" x 4" block of wood that has four nail holes, a can of plastic wood, a workbench, a small piece of sandpaper, and a commercial rubber sanding block, the student will, to the satisfaction of the teacher, fill the nail holes with the plastic wood using finger pressure and hand sand the filled areas with the sandpaper and sanding block until the surface is smooth.

This objective is mastered when the student:

1. Opens can of plastic wood
2. Removes small portion of plastic wood with index finger
3. Presses plastic wood into all four nail holes
4. Fills nail holes completely
5. Seals can of plastic wood
6. Wraps sandpaper around sanding block
7. Holds sandpaper on sanding block securely
8. Sands nail holes with back and forth motion
9. Sands with grain of wood
10. Sands nail holes smoothly

19.3.4.2.11.0.1(862) Given a shop area, a 3' x 4' piece of cardboard placed on
a workbench, a 9" paint roller, and a 9" tray containing latex paint, the student will, to the satisfaction of the teacher, use the roller to apply the paint smoothly and evenly to the entire surface of the cardboard.

This objective is mastered when the student:

1. Picks up roller
2. Dips roller in paint
3. Removes excess paint from roller
4. Applies paint to top of cardboard
5. Covers cardboard completely
6. Covers cardboard evenly
7. Paints neatly

19.3.4.2.11.0.2(863) Given a shop area, a project ready to be shellacked, a 2" paint brush, a stirring stick, and a can of shellac, the student will, to the satisfaction of the teacher, prepare the shellac, apply the shellac with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of shellac for storage.

This objective is mastered when the student:

1. Opens can of shellac
2. Mixes shellac thoroughly with stirring stick
3. Dips 1/3 of brush in shellac
4. Removes excess shellac from brush by wiping brush on lip of can
5. Applies shellac to project with smooth strokes
6. Covers project completely
7. Covers project evenly
8. Seals shellac can by tightly replacing lid

19.3.4.2.11.0.3(864) Given a shop area, a project ready to be stained, a 2" paint brush, a wiping cloth, a stirring stick, and a can of stain, the student will, to the satisfaction of the teacher, prepare the stain, apply the stain with the brush smoothly and evenly to all exposed areas of the project, remove the excess stain with the wiping cloth, and prepare the can of stain for storage.

This objective is mastered when the student:
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1. Opens can of stain   5. Applies stain to project with smooth strokes
2. Mixes stain thoroughly with stirring stick   6. Covers project completely
3. Dips 1/3 of brush in stain   7. Covers project evenly
4. Removes excess stain from brush by wiping brush on lip of can   8. Wipes excess stain from project with wiping cloth
9. Seals stain can by tightly replacing lid

19.3.4.2.11.0.4(865) Given a shop area, a project ready to be painted with enamel, a 2” paint brush, a stirring stick, and a can of quick drying enamel, the student will, to the satisfaction of the teacher, prepare the enamel paint, apply the paint with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of enamel for storage.

This objective is mastered when the student:

1. Opens can of enamel   5. Applies enamel to project with smooth strokes
2. Mixes enamel thoroughly with stirring stick   6. Covers project completely
3. Dips 1/3 of brush in enamel   7. Covers project evenly
4. Removes excess enamel from brush by wiping brush on lip of can   8. Seals enamel can by tightly replacing lid

19.3.4.2.11.0.5(866) Given a shop area, a project ready to be varnished, a 2” paint brush, a stirring stick, and a can of varnish, the student will, to the satisfaction of the teacher, prepare the varnish, apply the varnish with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of varnish for storage.

This objective is mastered when the student:

1. Opens can of varnish   2. Mixes varnish thoroughly with stirring stick
3. Dips 1/3 of brush in varnish  5. Applies varnish to project with smooth strokes
4. Removes excess varnish from brush by wiping brush on lip of can  6. Covers project completely
  7. Covers project evenly
8. Seals varnish can by tightly replacing lid

19.3.4.2.11.0.6(867) Given a freshly used paint brush, a pail containing an appropriate solvent, a newspaper, and a cloth, the student will, to the satisfaction of the teacher, clean the brush by rinsing it in the solvent, wiping the excess solvent off on the newspaper, and drying the brush with the cloth.

This objective is mastered when the student:

1. Holds handle of paint brush  5. Repeats numbers 2-4 as often as necessary
2. Immeres brush bristles in solvent  6. Dries brush with cloth
3. Removes brush from solvent  7. Removes all paint from brush
4. Wipes excess solvent onto newspaper  8. Does not get paint on self

   9. Does not drip or spill paint or solvent

GLUEING

19.3.4.2.12.0.1(868) Given a shop area, a workbench, a container of polyvinyl resin glue, a vise or clamp, a scraper, a damp cloth, and a project that requires polyvinyl resin glue, the student will, to the satisfaction of the teacher, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:
### Occupational Construction

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Makes trial assembly of project to insure proper fit</td>
</tr>
<tr>
<td>2</td>
<td>Disassembles project</td>
</tr>
<tr>
<td>3</td>
<td>Opens container of glue</td>
</tr>
<tr>
<td>4</td>
<td>Applies glue to joints</td>
</tr>
<tr>
<td>5</td>
<td>Spreads glue evenly on joints</td>
</tr>
<tr>
<td>6</td>
<td>Assembles project</td>
</tr>
<tr>
<td>7</td>
<td>Applies pressure to joints using vise or clamp</td>
</tr>
<tr>
<td>8</td>
<td>Removes excess glue with scraper and damp cloth</td>
</tr>
<tr>
<td>9</td>
<td>Lets glue dry completely</td>
</tr>
<tr>
<td>10</td>
<td>Closes container of glue</td>
</tr>
<tr>
<td>11</td>
<td>Removes project from vise or clamp</td>
</tr>
<tr>
<td>12</td>
<td>Joints securely fastened</td>
</tr>
<tr>
<td>13</td>
<td>Excess glue removed from exposed surfaces</td>
</tr>
</tbody>
</table>

**19.3.4.2.12.0.2(869)** Given a shop area, a workbench, a container of casein glue, materials to mix it, a vise or clamp, a scraper, a brush, a damp cloth, and a project that requires casein glue, the student will, to the satisfaction of the teacher, mix the glue according to the directions on the package, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to all the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:

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<td>2</td>
<td>Disassembles project</td>
</tr>
<tr>
<td>3</td>
<td>Opens container of glue</td>
</tr>
<tr>
<td>4</td>
<td>Mixes glue according to directions on package</td>
</tr>
<tr>
<td>5</td>
<td>Closes container of glue</td>
</tr>
<tr>
<td>6</td>
<td>Picks up brush</td>
</tr>
<tr>
<td>7</td>
<td>Applies glue to joints with brush</td>
</tr>
<tr>
<td>8</td>
<td>Spreads glue evenly on joints</td>
</tr>
<tr>
<td>9</td>
<td>Assembles project</td>
</tr>
<tr>
<td>10</td>
<td>Applies pressure to joints using vise or clamp</td>
</tr>
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<tr>
<td>14</td>
<td>Joints securely fastened</td>
</tr>
<tr>
<td>15</td>
<td>Excess glue removed from exposed surfaces</td>
</tr>
</tbody>
</table>